

**For Those
Concerned With
Children 2-12**

***To Stimulate Thinking
Rather Than Advocate
Fixed Practices***

1957-1958

**That We May Explore
Resources for Learning**

Childhood Education

CONTENTS FOR DECEMBER 1957

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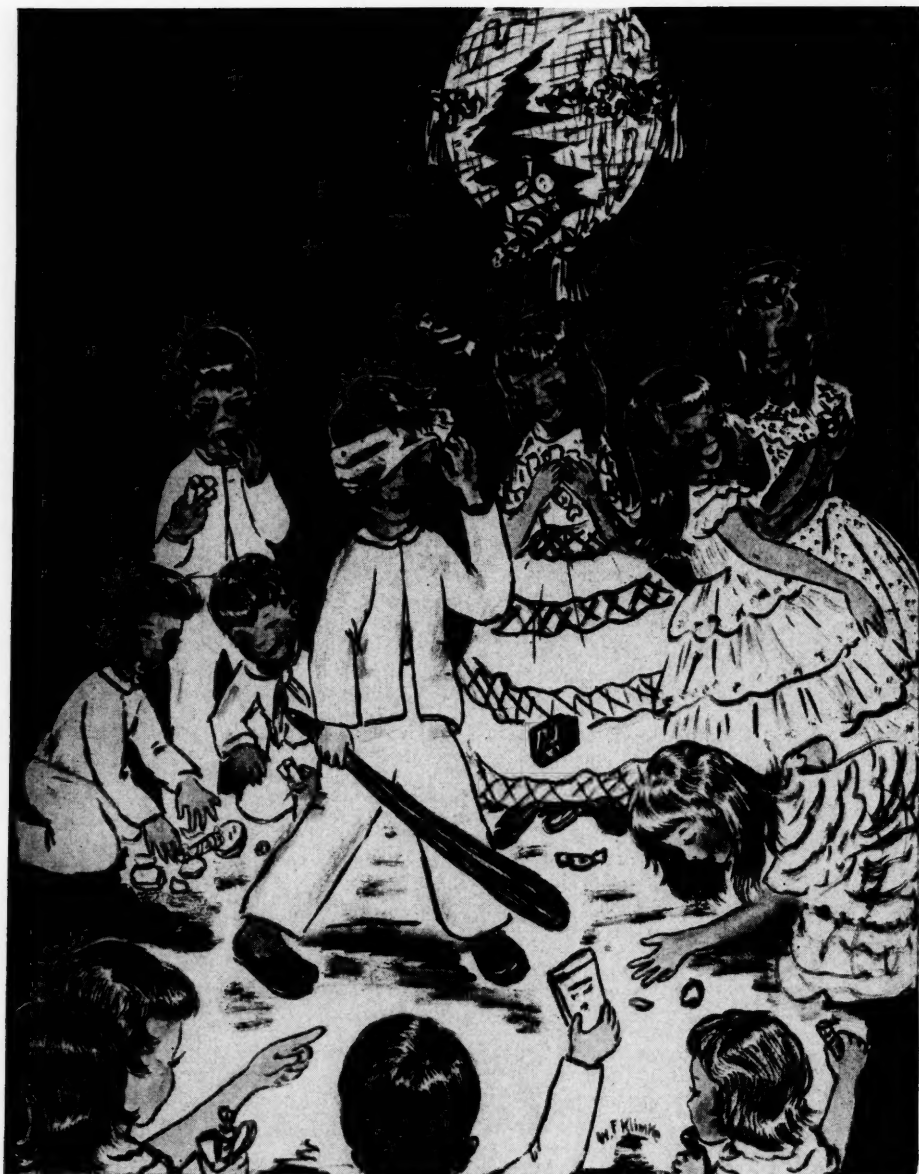
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Enjoying the Mexican piñata game at Christmas

Courtesy, Wilma Klimke, Montello, Wis.

Peace on Earth, Good Will toward Men

SINCE THE DAWN OF TIME MEN HAVE LONGED FOR PEACE. UNFORTUNATELY, however, the longing has never been strong enough in enough people at the same time to overcome the forces of self-interest, greed and hostility which have led to war. And so wars and rumors of wars have marked all of human history.

Against this background, it is even more astonishing that sober observers of the world scene are saying that, in spite of the troubles and tensions of the present day, there seems to be a deeper and more widespread determination to prevent war than has ever existed before. To be sure, the basic reason may be the realization on the part of everyone—the humblest citizens to the leaders of the nations—that modern weapons have made war suicidal. But, whatever the reason, the will for peace is strong in every part of the world.

The roots of human conflict are the same everywhere, whether the conflict is a quarrel between individuals, violence between races or war between nations. Behind all of these lie misunderstanding, fear and hostility. Peace can come in our own lives, in our country and in the world only as we discover ways to understand, trust and like one another. When we think of world peace, we think of the activities of statesmen, the United Nations and disarmament conferences; and it all seems a little remote. Yet each one of us can play a role in building world peace.

Fortunately the science of human relations is today receiving serious attention on all sides. We are learning a great deal about ourselves and our relationships with others. We are learning that differences do not have to spell hostility. Modern psychology, education, religion, sociology and other disciplines are teaching us that every human being is different. It is not necessary to meet someone of another race or nation to practice the art of understanding and liking one who is different. And once we accept the idea that everyone is different, it is but a short step to the next idea—that differences are a wonderful thing, making the world a far more interesting place than if we all thought and felt alike. We can all practice the art of listening to others—listening not only to their words but to the feelings and meanings back of their words. As we begin to see things from another point of view, we will soon find ourselves judging less harshly. The practice of good human relations can start with each of us right now, whether we are children or adults. And the chain reaction of understanding and acceptance which may begin with us can become a part of the hope of our time for the realization at last of Peace on Earth, Good Will toward Men.—CYNTHIA C. WEDEL, *chairman, United Church Women, National Council of Churches of Christ in the United States of America, New York, New York.*

Discovering Other Lands

It was not sight-seeing, as such, teaching an animated history lesson or even fun and frolic for this family traveling one summer. A sociologist-parent saw to that. What were the important elements and processes involved in helping their children reach generalizations?

IT WOULD BE SIMPLE TO WRITE ABOUT a two-month family trip to Europe in the summer of 1956 and to relate the techniques by which we chose that particular year, the specific countries, our modes of conveyance, the way we prepared academically both *before, on* and *after* the trip. There would also be a number of revealing anecdotes which would point up the achievement of aims and values as well as occasional failure in original purpose.

Such a procedure would make the trip appear to be "the" center of attention, "the" device by which we came to know, to understand at least at each person's maturity level, and to appreciate (not tolerate) differences and likenesses between ourselves and our hosts.

In reality this was not so. We did not go merely for sight-seeing, for teaching an animated history lesson, for a sociological analysis of the current scenes, or even just for fun and frolic—although all four aspects were nicely dovetailed at all times thanks to our carefully prepared background and the fact that we were in the company of congenial traveling companions.

Self-Discovery

We went because this trip was just one more facet of experience, just one more expression of a long-time planned and cherished design for living in "togetherness." It occurred at this particular point

in time and space because informal and formal home education had reached a point where the children appeared ready for this kind of experience in self-discovery and self-mastery and the consequent experience and exercise in relating themselves out and out to ever-widening universes—to other cultural settings, customs, people and artifacts of these people.

Long ago we had decided that one of the most neglected areas of child rearing was that of learning to know self, of accepting self, of coming to terms with self in such a manner as to be able to see, understand and act so as to be free from compulsions of extreme group pressures with their consequent conformities. This did not mean that the value was one of extreme individualism. Rather, we wished the children to be able to be *in* groups but never sufficiently *of* them as to be able to be hurt or unduly influenced by them.

The aim was to produce people who would be able to see, to know, to take a stand, and be willing to take the consequences even if they should not always be pleasant. In short, from the day we planned to have children we also planned a social structure, social processes, replete with family rituals, ceremonies and symbols which pointed in one direction. That there were digressions, interruptions, failures goes without saying. Nor was it a cut and dried affair. New occa-

sions, new ideas were always allowed for but always there were those underlying values which we chose to implement in relatively formal and informal fashions. The pattern was chosen and much time and attention given to its enactment for several reasons.

In times of rapid, uneven and disjointed social change, both parents and people who comprise the social institutions most closely related to children are apt to find child rearing a difficult, often confusing business. Roles and status positions are indistinctly, often antithetically, defined. In contrast to more stable, static cultures and times, not only are the expectations and anticipations of parents for children reaching in new and strange directions; those of youth may well seem so divergent as to cause concern at the least, and despair at the most, to bewildered elders.

As we move increasingly from a rural to an urbanized culture, from a sacred to a secular orientation, authority patterns are disturbed, and the period of transition often seems sheer chaos. The old has not completely disappeared, the new is not sufficiently well defined as to provide solid home base. Hence there is inevitable conflict between the generations.

Some of us have always felt this impasse was unnecessary, that the push and pull of growing up need not be so traumatic for either children or parents.

The needs of children for love and affection, security of various sorts, and for increasing the areas of responsibility through appropriate new experience are given consideration these days. But love and affection are not enough. Over-

doses or misdirected doses of love may be detrimental unless all these interactional patterns are keyed into a carefully thought out and equally consistently implemented design for living.

Self-Realization

The greatest need of today's children and youth, as we see it, is to have in their orbit adults who have taken whatever time and effort are necessary to come to terms with self. They need as guides people who have achieved sufficient self-realization as to be able to answer four basic questions: Who am I? Why am I here? Where am I going? How do I mean to arrive?

Once a couple has come to terms with themselves, preferably before marriage, they will have achieved or be in process of achieving such personal adequacy as to be able to have and activate genuine respect for integrity of personality. Such people will not only have accepted self as worth while but will have found a locus in society, will have developed and so be capable of inspiring the development of potentialities to a reasonably high level whereby one can act without attachment. They will have achieved a center poise of existence which allows them to free others for creative expression without experiencing threat. Thus one acts in terms of his own self-concept. And with the increasing awareness and knowledge of today's children, this self-concept needs to be such as to transmit a feeling of adequacy and acceptance so that boys and girls may *dare to do* their best even to exceeding adults without danger.

Four Basic Elements

So much for the general background. What specifically now are the elements

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which follow in its train? First, there is necessity for firm grounding in ethics. In the process of youth and adults figuring out these values, the home base is laid from which to encounter whatever may occur. This base allows for creative handling of problems in that one can always "go toward" a situation and, having worked with it, can stand to "wait out" the outcome. It provides a peculiar type of courage which allows one "to take the chance of being made to look like a fool in order to try what for him is right." Finally it affords an inner resiliency which can be depended upon to keep him relaxed whatever the outcome.

The second basic element after self-awareness is that of self-discipline or self-control. This in no way refers to the Spartan attitude. It means rather self-regulation, self-mastery or the actual transmutation of values, conflicting or otherwise.

The third and fourth basic elements may well be mentioned together. They are the deliberate training of the emotions and of the intellect not only to objective but also to subjective acumen.

Processes

What are the processes involved in such an approach? It may be said that we teach, whether formally or informally, deliberately or unconsciously, in three main ways—by concept, by percept and by precept. Hence comes the great need for adults to be able not merely to verbalize clearly, concisely yet fully, to generalize accurately, but to demonstrate in the outer manifestations of living. No one of the three may safely be under or over played or omitted.

We come then to the level of techniques for implementing the ways. There are many roads to the same goal, but one

avenue of approaches which has proved effective in this case may be briefly stated.

Even before the child can manipulate language, it is possible to take account of his preferences and teach him reciprocal action and interaction. As soon as story time is instituted, it is possible to start introducing one's value scheme. Later this same story hour may evolve profitably and pleasurably into a family council where planning is done, where a clearing house atmosphere prevails for disputes and discussions. The feeling of family unity so generated is almost certain to eventuate into family recreation patterns of sports, plays, musicals and the like. Such an anchorage does this approach provide that older children will want to continue it as a family seminar, where very shortly the roles of participation, even analysis, shift to the children with parents increasingly acting as resource people only.

In such a fashion we sought to teach ethics and religion, to give experience in leisure time, to augment education.

The beginning trips were short excursions. Shortly we were interested in people in other states and then in other countries close to the United States. By 1957 we had studied, seen, "felt" the regions of the United States and some of Canada and Mexico. We were interested and ready now to consider ourselves as world citizens. We had read, seen pictures, talked with, and been visited by many who represented other lands. We were becoming increasingly aware of our role and position as citizens of the world—not just of Columbus, Ohio, and the United States.

Therefore, it was time to place ourselves in face-to-face relationships.

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Unexpected Guests

Thus on July 25, 1957, our family and that of our friends, the J. Morton Bobbs, sailed on the *Ile de France* for a long-anticipated vacation adventure in Europe. It was an eventful sailing. That night the *Andrea Doria* called frantically for help and the great *Ile* began turning literally on the instant to rush at full speed to the quiet and efficient performing of a spectacular rescue. As we watched lifeboat after lifeboat discharge its hurt, shocked, distraught and dispossessed people, we were increasingly impressed with the glad fact that we were in the care of most able seagoing people. Ethnocentric as it might sound to an adult, Brother's concession that it couldn't have been done better by Americans seemed the highest possible praise to the children. During the return trip to New York, there was constant opportunity for interaction with those who were the *Ile's* unexpected guests. The gruesome, the valorous and the pathetic tales gradually came to form a core against which each person tried out the questions, "How would I have felt, what would I have thought, what would I have done?"

Despite the fact that the ship's population gradually relaxed into a near-normal shipboard spirit after leaving New York the second time, there was a flavor of difference in the adventure feeling. Ocean-going travel was no longer the prosaically safe thing of yesterday. Things still could and did happen. The trip took on a new flavor and so did the late evening's discussions in the cabin. The eternal "whys" could not be displaced by shipboard parties or gaiety.

Onto Land

When the ship docked at Le Havre, one of the first aboard was a pleasant French-

man who called out that we were to follow him and forthwith whisked us through the passport inspection line, through customs and onto the land we were anxious to feel once more. There on the dock he proudly delivered the shiny red and black Volkswagen bus which was to carry all seven of us and our baggage up and down and across eleven countries and two principalities. The byways as well as the highways were equally accessible with the result that we came to see and know the people and their ways.

Since there were so many of us and we were traveling at the height of the tourist season, it had been wise to arrange ahead of time for accommodations in the larger cities. The children were quick to catch and appreciate the spirit of each city and town, the attitudes of the people toward foreigners, and the very evident differences in status among men and women and children.

We had earlier decided that we would visit not only historic sights but non-tourist stores such as meat markets, department or clothing stores, the equivalents of notion and dime stores, magazine and book marts. Thus one can easily obtain a kaleidoscopic view of trade items, which in turn gives some idea of what the people eat, wear, furnish their homes with and regard as "pretty." These expeditions were of as much importance to us as museums, art galleries and concerts which often comprise the main fare of the tourist and which we also enjoyed.

Differentials

Some of our most interesting experiences were found between the cities when we used the faithful guide books and stopped at an inn, *auberge*, or *gasthaus*. There we entered a new world of dress, food, service, customs and ideas.

(Continued on next page)

The children were soon aware not only of the differentials between the cities and the rural areas but of implications class and status wise. Sometimes these observations had a germ of exasperation in them.

"Who does that father think he is, the lord of creation, sitting up there on that two-wheeled cart while the mother and children walk behind?" Or, "That's the third man I've seen in an hour sitting and smoking while his family is working, raking and setting up the grain." Or from two, big husky boys, "Gee, we feel foolish standing here watching those women wrestle those big heavy bags." And still later, "I know we must not seem to be criticizing their customs by ignoring them but it's stupid to travel in skirts when you can be comfortable in pedal-pushers."

We had also a list of various people who were either our friends, and in the case of the Bobbs, relatives, or were the friends and relatives of our friends at home. Despite the limiting factor of time we saw, chatted with and visited the homes of a number of these people. In some instances, the lives these people were living recalled in minute detail the family folklore concerning our own forbears who, of course, had long ago migrated from Europe. "So they do have featherbeds for coverlets. And do you know they aren't so bad after all. I just thought it was a story or, what do you say, a legend."

New Appreciation

A new appreciation of the migrating pioneer began running through the conversation as the children realized not only what it must have meant to give up locus on the land but to have severed ties permanently with those left behind. The plight of the immigrant and his minority group status, the problems of his chil-

dren caught between two cultures, came alive. For friendly and helpful as most people were, there were times when we felt a sharp definition as foreigners, unwelcome ones in a strange land.

Most of us at one time or another are minority group members within our own land, but the "feel" of this becomes much more poignant under unfairly discriminatory circumstances. How one handles oneself in such a situation is not only evidence of self-mastery or the lack of it but may help one to define roles differently when he is again in the ascendancy. "I see now how Suebell (the very different looking and talking girl at school) must often feel when the kids raise their eyebrows even though they don't laugh."

The unilingual habits of our country sprang sharply into focus. "My goodness, almost everyone over here speaks two or even three lingoos. Makes you wonder. Are we lazy or just arrogant?"

No Place Like Home

All too soon Southampton receded from sight and shortly we were edging up the New York harbor. The tall lady and her lamp were barely visible because of fog. Sis peered eagerly for the sun. She felt sorry for the disappointed Englishwoman beside us who had hoped to take pictures of the statue. "Never mind, you'll have a good time here just as we did in your country even though it rained," she was saying. "It seems odd to think it now but you'll be ready to go home too just like we are and I expect you'll say just the opposite of what I'm saying and that will be all right too. You see, right now I'm saying the man was right who said Europe was the place to visit but the U.S. is the place to live."

The lady looked perplexed for a moment, as well she might, then beamed.

"Right you are," she boomed out, her depression gone. "What a curious child you are. Some day I think the diplomatic service can use you. You get things you know."

And what of Brother? What was he thinking as he stood so quietly down deck a bit beside his father? Sis and I knew that look. He was about to say something that was important to him. We looked at one another and moved closer.

"It was all really sharp, wasn't it? The scenery was great and the people were so different and yet just people. It would

be awfully hard to fight them when you had known them a bit. There ought to be a better way but"—and the sigh came from great depths it seemed—"I see now that with all the mistakes and messes over here, it's still worth fighting for—if I have to."

We had started out long ago to widen, deepen self-knowledge and self-mastery in many ways, some of them highly formal, specific and demanding. This year we had looked east to discover more of the West. Now we are beginning to look west toward the East.



FUNDAMENTALLY, IMPROVEMENT IN TEACHING AND LEARNING FOLLOWS FROM changes in people—changes in their skills, undertakings, values, relationships, and use of resources—no matter what the curriculum design may be. Whether the pattern is in terms of separate subjects, subject fields, broad areas of human living, or persistent life situations, the quality of the learner's curriculum will be determined by his day-to-day experiences in the classroom.—From *Developing a Curriculum for Modern Living*, by Stratemeyer, Forkner, McKim and Passow. Copyright 1957, Bureau of Publications, Teachers College, Columbia University, New York, New York.

Lullabies of the World

Mothers throughout the world sing lullabies to their babies. These express many things since they are influenced by local situations, customs, beliefs and environment. But the expression of love through giving is universal.

MANY MUSIC EDUCATORS HAVE BEEN INSPIRED by the communicative quality of music. There is a growing interest in utilizing music of other countries in the curriculum as a means toward understanding peoples of different cultural backgrounds. Since the folk song is a part of social behavior and human culture, it is believed that it is an integral element in the core of general education and has a significant contribution to make.

Of all folk songs, the lullaby seems to have a universal appeal. The simple croon hummed by the Oriental mother to soothe her baby on her back and the song of the Occidental mother sung for her child in a cradle are akin in the feeling which they express. Cultural differences, however, no matter how similar these songs may seem, characterize the manners in which these mothers sing to or for their babies. The songs reflect not only the emotions but also the customs and beliefs of those who sing them.

For Quietening Babies

Lullabies are called "love songs" by some people and "work songs" by others. The former group has its origin in the expression of a mother's love for the baby, while the latter seems to have emerged from the activity of a mother putting her baby to sleep. Whether the origin of the lullaby is in the expression of Mother's love or an occupational purpose, it was created from the need of

people and learned by experience. This old device, singing and rocking, which mothers have used for quieting babies to put them to sleep, seemed to continue from generation to generation. The custom is still being practiced in many parts of the world today.

For and to the Baby

It seems there are two types of lullabies: one sung *for* the baby and the other *to* the baby. The former could be called "the child-centered"; the latter "the mother-centered," for the mother seems to be projecting herself. The child-centered song would be the one called a "love song"; the other would be a "work song," as the mother may have sung things in her mind while she was attending the child—her hopes, dreams, complaints, worries and things which influenced her at the moment. It is interesting to note that among many lullabies collected by the writer there are not so many child-centered ones as the other. Since space does not allow to tell all, only few of the child-centered ones are discussed.

Nonsense Syllables

Nonsense syllables are used in many lullabies from different parts of the world. According to some musicologists, it is said that the custom was one phase of primitive expression. However, it can also be said that it might have been the consideration on Mother's side to avoid

This article is adapted from a talk by Hana Fukuda before a Delta Kappa Gamma audience during the 1957 Study Conference of the Association for Childhood Education International in Los Angeles. Miss Fukuda is a graduate student at University of Southern California, Los Angeles.

the difficult words which babies could not understand or only to make drowsy sounds to induce sleep. According to Jules Combarieu,¹ nonsense refrains were used earlier magically rather than rhythmically in Egyptian and Greek lullabies. Assuming these syllables were chosen by the mothers to soothe the child, the following samples are listed to show how they are distributed in the different countries. Readers may judge which is the most effective sound for its purpose.

A- A- A-	Lithuania
A-hay, hay, hay	Gitksan Indian (Canada)
Ai-ha, zu zu	Latvia
Ai lu lu	Poland
Arrorro ro, ro	Spanish-speaking countries
'Awe 'Awe	Zuni Indian (America)
A-ya ya	Trinidad
Baloo, baloo	Scotland
Bissam bissam	Norway
Bom pe, bom pe	Cambodia
Cha-chang, cha-chang	Korea
Dengu, dengu	Flores, Indonesia
Dodo dodo	France, Pyrenese (Spain), Belgium
Doyi doyi	Ceylon
E-a, e-a, e-a	Germany, Czechoslovakia
Ha-o, ha-o	Kwakiutl Indian (Canada)
Ho-, ho-	Egypt
Hoi-yo, hoi-yo	Okinawa
Lala lai	Iran
Lalla, lullay, lull	English-speaking countries, Latin
Lalli, lalli	India
Lalo loli	Pakistan
Ma ma ma ma	Yuma Indian (America)
Me me me me	Cree Indian (Canada)

Na, na, ninna nanna	Italy, Greece, Macedonia (Bulgaria)
Nen nen	France, Japan
Ni-ni-ni-ni	Philippines
Ninni, ninni	Tunisia
Nina, nina, bo bo	Malay
No no no nette	Switzerland
Pi pi pi pi	Yiddish-speaking countries
Su su su su	Estonia, Poland, Sweden, Ukrainia
Suze nane	Friesland (Netherlands)
Tprundy, tprundy	Russia
Tororo, tororo	Guam
Tulla lu lu	Lapland
Tun, kurrun	Basque (Spain)
Tuu, tuu	Finland
We we we we	Chippewa Indian (America)
Yee, le-le	Burma
Yo yo yo yo	Bantu (Africa)

In some countries the word "lullaby" seems to have developed from these syllables, such as in Cambodia, Ceylon, England, Iran and Italy.

Sense of Security

Mother's love is expressed in many ways. The security of the child is a common concern of most mothers. It is often expressed in the physical nearness of mothers, or safety of the child. There is no place better than a mother's lap. In Pakistan mothers sing: "In my lap I'll lay thee." A Negro mother in Jamaica expresses her love: "If me baby go to Hongkong me will follow you." In India a Hindu mother assures the child the safety of the cradle: "The golden nails no longer move on which my baby's cradle swung."

The text of the well-known American lullaby, "Rock-a-by, baby, on the tree top," tells a wicked thought. The idea of falling branches is actually a dangerous thing to sing to a baby, but it seems to be taken as a joke. There is a sense of security in this song in spite of such an imagination; the misfortune of such an accident

¹ Jules Combarieu, *La Musique et la Magie* (Paris: Picard et Fils, 1909).

never seemed to have occurred in the mother's mind. There is another song from Africa which says: "Siembamba, Mama's little child, wring his neck, throw him in the ditch, trample on his head, then he is dead." In the Middleveld, they have a chorus to this lullaby: "That I shall not do. I like to keep my little child, and why should I cut (his head) off." According to S. J. Du Toit,² African children love this song. To them it is a joke and they never dream that mothers would do such things. When an extreme contrast of danger is taken as a joke, it seems to strengthen the security, while an imaginary boggy-man may have more effect when it is used purposely to scare the baby. The boggy-lullabies are not stressed here, because psychologically they belong to the mother-centered lullabies.

Beauty of Baby

Admiration for physical beauty of a baby is also sung by many mothers. Flowers are commonly used to express this: "You are my rose" or "carnation," sung in Spain, France, Italy and Greece; "My tulip flower" in Persia; "Lily white" in China; "Pretty as lotus" in India. A religious mother in Syria sings: "You are pretty as basilic in the garden." A Georgian girl is a symbol of beauty for a Persian baby girl. "A face like an angel" seems to be a European culture expression. Although the writer has not yet found a baby with the Buddha's face in the Oriental lullabies, it seems the standard of beauty is locally or religiously influenced.

Gifts

Gifts for babies seem to be promised by many mothers for their good behaviors. Many of these gifts are not only the

² S. J. Du Toit, *Suid-Afrikaanse Volkspoësie* (Amsterdam: Swets & Zeitlinger, 1924).

symbol of Mother's love, but some are rewards or prizes for the fast sleepers. There are thousands in kind and variety. While the romanticism of the Middle Ages presents "an angel-kissed rose" to a baby, a practical mother of the modern age thinks only of snow-white diapers.

Such humble reward as changing sheets for the wet cradle for physical comfort or rocking alone is promised. While Russian babies are promised "storytelling," Georgian babies, influenced by Shamanism, have their rooms decorated with flowers to avoid bad diseases. Toys of all kinds are also suggested: "a mocking bird" in the Tennessee mountains; "a Daruma" (tumbler) in Japan and "the purple bamboo flute" in China.

Delicacies and goodies are prepared for babies in many ways: "shortening bread" in the southern United States, "fish" in Norway and Indonesia, "toasted locust" in Africa and "schnitz" in Pennsylvania. An old English lullaby sings, "Thy mammy has gone to the mill, to grind thee some wheat." While hot porridge for the English baby is a daily need, a wheat dumpling in the northern Japanese lullaby is second best for the child because it tells that the poor district could not afford to give rice to the baby.

As time comes closer to Christmas, those beautiful gifts which were offered to the Holy Manger two thousand years ago will be remembered again by many mothers. Whether the gifts were golden treasures or tiny fish for the baby, the love for the little ones seems to have never failed mothers of the world. Local situations, customs, beliefs and environment may have influenced the mothers to choose different things to sing; but the spirit of expressing love through giving is universal.

Living Beside Us—Worlds Apart

Indian children are caught between two cultures—the dominant setting in which they live and that of their own Indian tribe. Only through the children are the deep-rooted and significant values of the tribe transmitted to the next generation. Only through the right kind of education and understanding by us all can Indian children be helped to face their problems—problems perhaps greater than those facing other children.

THERE ARE LIVING NEAR US, AND OFTEN among us, children of American Indians whose world is apart from ours. It is not because they may dress differently, for most Indians have adopted the modern mode of dress. It is not because their dwelling place may look different, for some do and some do not. Some Indian children live beside us, in and near our villages, towns and cities, and yet live in a world apart because their values and ways of life are different from those usually accepted by the western world.

Differing Indian Cultures

Indians' culture—the way they do things, their patterns of thought and the things they believe important—also differ among tribes. If you were teaching Hopi Indians in northern Arizona—an Indian Bureau assignment—you would find the classroom filled with youngsters most demonstrative in their affection, eager and outgoing in their effort to please and win your approval. You would surely remark, "These are the friendliest people in the world."

If, on the other hand, you were teaching on the White Mountain Apache Reservation, you would find the children silent by comparison, with a tendency to drop their heads when you spoke (as is their custom before their elders), obedi-

ent, respectful and reserved. Why the difference? Their life ways are different. Indian cultures differ from each other as much or more than some of their ways differ from ours.

The Hopi child is brought up in a pueblo where families live close together, where the clan as an institution has as much responsibility for his training as the family (the mother's brother has greater responsibility for the child's discipline than his father) and where it is difficult to reckon relationships in family groups along western cultural lines. The child is talked to and talked at much of his waking hours. He is told what is right and what is wrong. His actions and deeds are evaluated in terms of conformance to the Hopi way or its opposite—Ka-hopi. His preschool education is well defined by western standards. Personality training begins with the naming ceremony. His very name connotes the type of person he should be. Object teaching is a favored method of teaching the lessons of life to the child. His play and games reflect important life values, particularly those pertaining to work and fitness for hard work. Initiations mark

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the stages of personal development and growth. Dancing keeps him in-tune with his gods.

The training of the Apache child is so seemingly incidental that one would wonder how he would ever know what is "right" and what is "wrong." He learns by the example of those around him. He feels the pressure of the unspoken word and is sensitive to facial gestures of approval and disapproval. Legends and stories of the wintertime portray acceptance attitudes and are indispensable as a method of training in the ways of the tribe.

Unexpressed Values

These are things we can readily see concerning cultural differences. What about the values we cannot see that may contribute greater to the world apart for some Indian children? Once a teacher who was new to the Indian Bureau said to me, "These (Pima Indians) are the most ungrateful children I have ever taught. They never say 'Thank you' or acknowledge any favor done them." It was explained to her that there is no word for "Thank you" in their language, no concept of being grateful as we think of it. In their culture every person does things he is supposed to do—no more, no less. If he does this, there is no "room" or need to be grateful.

Some Indian societies place a greater value on "give-away" than the value of saving for the family, as our culture prescribes. By and large, Indian societies are noncompetitive in most cultural attributes. I have asked many Pima children, "How much cotton did you pick?" The response has been almost unanimous, "I don't know." I knew they most likely did not know, for they had put their pickings in with their family

in a cooperative endeavor. Had they known, they would not have been so rude as to tell me. It would have sounded like bragging.

It is we in the western world who seek consent for group action by the will of the majority. It is not so in Indian societies. With them, unanimity is the unwritten rule.

Similarly, the concepts of leadership and practice of self-government differ vastly. Ideas concerning marriage, parental responsibility and male-female roles differ among the various tribes and differ from those in the western world.

The cultural flag has followed the Cross, but the impact of both is far from complete among all Indian people of this country. The white man's religion is particularly puzzling to some Indians. While religious practices vary extremely among the tribes, they all seem to share the basic concept that religion and life are one. Religion engulfs all of life with no distinguishable differences among what we think of as sacred, secular, patriotic, civic pride and duty. In the world of the American Indian, these concepts constitute life and, by the same token, constitute religion.

Accepting and Enriching Our Way

Not all Indians still live in the Indian's world, any more than all of us still live in the cultural world of our European ancestry. Since Pocahontas married John Rolfe, Indians have been bridging the cultural barriers to accept our way of life. More important, they have enriched our way of life by bringing new products: know-how to the pioneer in the wilderness, new words to our language and new concepts. The inroads of modern American life have been made into life ways of still distinguishable tribes to the point



Courtesy, U. S. Indian Service

A Hopi child

that Indian culture *per se* has all but disappeared. With some, the devastating result has been social disorganization. Other tribes are grappling with social change that is inevitable once the economic base for life ways is broken.

The social and economic ills that plague many Indian tribes contribute to the "world apart" for some Indian children and their parents. These ills constitute barriers for effective participation in the mainstream of American life.

Between Two Cultures

In our country we look to the schools as one of the primary institutions for transmitting cultural values from one generation to the next. The responsibility of education is even greater in the cul-

tural transition process as it affects Indian children. This role of education was defined in part by Hildegard Thompson, Chief, Branch of Education, Bureau of Indian Affairs, in the following:¹

The Indian child stands between two cultures, two social patterns for the nurture and education of each generation. The Indian child, through circumstances, must learn two sets of acceptable behavior patterns—those of his group, and those of the dominant cultural setting in which he lives; the white child must learn to make decisions differing only in degree. The stress to which the Indian child is subjected is far greater. The degree to which such adjustment has been accomplished is a tribute to the resilience and basic strengths of Indian life.

As an individual of worth, valuable in his own right, the Indian child is deserving of dignity, understanding and respect. He must not be lost in the transition. As a group of cultures and sub-cultures, the Indian people have devised time-tested ways of passing on their accumulated experiences to their children. These values must not be lost.

In aiding the Indian child to live and grow today and to prepare for living in a future far different from the past of his fathers, every effort should be made on the part of those in the dominant culture to understand those elements of Indian life which are of deep significance. To replace one element with another without great care can result only in disintegration and rootlessness for the child. As an adult he may become a personal and social casualty.

The Indian child has the right of opportunity for spiritual and moral growth within a framework which has meaning for him. It is important that his pattern for living rest on firm foundations.

The Indian child who is confronted with emotional and physical problems which in many ways are greater than those facing other children should have all possible opportunity for a safe start in life. He needs to be protected from both physical and emotional hazards and to be surrounded by love and affec-

¹ *Indian Education*, Issue 237, April 1, 1953.

tion. He should be allowed to grow, to develop, to realize his greatest possible achievement.

No less than every other child, the Indian child should have access to an education which prepares him for life; one which strengthens his skills, encourages his creativity, widens his intellectual and social horizons, and assists in adjustment to his changing world. No less than every other child, the Indian child should live and grow up in a family setting—his own family or the closest practical approximation of it.

Bridging the Cultural Barriers

Indian parents and leaders are now almost unanimous in their desire and support of education for their children (and even for themselves). Education bridges cultural barriers. The right kind of education bridges cultural gaps with the least damage to the inner security of the child. Today over 70,000 Indian children attend the public schools of the

state where they reside; some 40,000 attend federally operated schools; approximately 10,000 are in mission schools.

Cultural change among Indians is a slow process and if rushed is not effective. Literally thousands of Indian children hold on tenaciously to values stemming from their heritage that they know and really understand. The job of understanding and appreciating this fact rests not with the teacher alone. It belongs to all of us. The rewards are great. It is axiomatic that to understand others is to better understand ourselves. If there is any need in the world today, it is a basic understanding of the peoples of the world. May I suggest that we might begin with the Indian neighbor who may be living apart somewhere in your community or elsewhere in your state?



IT IS WORTH EMPHASIZING THAT, WITH ALL OUR SCIENTIFIC ADVANCES, NO ONE has yet been able to find a better way of educating large numbers of children than to place a manageable group of them in a well-equipped classroom under the direction of a well-qualified teacher.

... Important as subject matters, books, and skills may be, however, the children themselves are of greater importance to elementary teachers, as they are to all teachers. The competent, devoted teacher does more than instruct; she teaches. She inspires rather than informs. And, sometimes, the better part of her teaching is by example rather than by words or precepts.—*Superintendent's Annual Report, 1956, Milwaukee, Wisconsin, Public Schools.*

Friends across the Sea

Letitia Martens, teacher, Midtown Ethical Culture School, New York, describes an Anglo-American exchange project.

WHEN CHILDREN OF DIFFERENT NATIONALITIES have a chance to communicate with one another directly on their own terms, using media of their choice, they can do a better job of international relations than many a seasoned adult diplomat. This conviction is based on two years of experience with a project involving the exchange of correspondence and materials between pupils in a British school and pupils in the Midtown Ethical Culture School.

During my sabbatical in England in 1954, I visited several schools and was startled to find that as soon as the children heard I was an American they began asking, "Is she a film star?" "Does she have a million dollars?" Even some of the teachers had strange misconceptions about how Americans really live. I knew too that my pupils at home probably had no more accurate ideas of what English children were like and little knowledge of English history and social life.

Exchanging Ideas

That fall I asked my fourth-grade class how they would like to correspond with a class of their own age in England. They welcomed the idea. Wilbury Junior School, in Edmonton, London, a Council School—similar to one of our public elementary schools—was the one chosen.

Developing far beyond its pen-pal origins, this project became a focal point for the year's program. In letters, photo-

graphs and paintings, the children described their lives, their schools and their cities. An English child sent shells and stones collected during his summer holidays. Others sent scrapbooks and pressed flowers. Postcards, maps and railway guides added to our knowledge of English geography. The class of fifty children wrote and illustrated a magazine for us.

Our children sent stamps for the young British collectors and a copy of the magazine put out by our fourth grade as part of its regular school work. The projected voyage of the contemporary *Mayflower* was a common interest, and the students exchanged many newspaper clippings about it. As a result our children began studying more about the voyage of the original *Mayflower*. The fruit of their research was an imaginary journal inspired by Governor Bradford's diary, which they wrote as if it had been recorded by children who made the crossing with him. This they sent to their friends in England to help them interpret American life of the period.

In the spring of 1956 Her Majesty's Inspectors visited the Wilbury Junior School on the day when a package of material from our school arrived. The inspectors were so impressed by the impact which had been made on their students by the exchange project that the school principal wrote asking us to continue it. We agreed with enthusiasm.

(Continued on next page)

Pictorial Calendar

The following year I taught a fifth grade which included about half the members of the class which had been involved in the original project. Our fifth graders choose one country on which to concentrate their study of Western European history and culture. It seemed natural for this group to choose England, so as to carry on the British project. On their first day of school the children started planning the form it should take. They decided to make a pictorial calendar as a Christmas gift for each of their English friends. Later they described how this idea came about:

... Why make a calendar? Well, for many reasons—we wanted to send you a Christmas present and since Christmas is a holiday, what better idea than to send you a book about holidays? And why not add a calendar to go with it? Not an ordinary calendar, but something special. Then we got the idea to make block prints for the holidays of the twelve months and pin them on top of the calendar. . .

It . . . would show you some of our holidays and get us nearer to our goal of you getting an idea of how we live and of our getting an idea of how you live.

We want you to know that we did not do this on our own. We had lots of help from special teachers in the art department and the ethics teacher.

Since making calendars became an intrinsic part of the program, it occupied class time during the fall and involved not only art and ethics but work in many other areas. The undertaking was a stimulus for reading, writing, science and arithmetic. To learn the significance of holidays we had to do extensive research about New Year's Day, Washington's Birthday, Valentine's Day, St. Patrick's Day, Independence Day, Labor Day, Halloween, Election Day, Thanksgiving, Chanukah, Christmas and Mother's Day.

Since twenty-two were in the class, there were not enough holidays to go around, so we included typical forms of recreation: sledding, baseball, May Pole dancing, tennis, fun at the beach and football. April showers, spring birds, an August hurricane and autumn leaves completed our list. Each student cut a linoleum block to illustrate one of these subjects.

Printing by hand from these blocks takes time. To get the required number of prints we enlisted help from the eighth-grade class in graphic arts at Fieldston, our high school. This class printed extra copies for us and also set and printed the pages of dates for the twelve months which we affixed to each calendar. The fifth grade made a trip to see the older boys and girls at work, a practical demonstration which was useful to them in their own study of the history of printing during the Renaissance. In making up the calendars, the children stapled on each a selection of twelve prints, one for each month.

To make the meaning of each picture clear, the child who designed it wrote a little story for it. These were included, together with other articles about special school days and life in New York, in a booklet sent with the calendars. Trying to make familiar things understandable to British children brought home to our students the importance of accurate knowledge, clarity of thought and expression.

To pay the cost of the project our students held a food sale at school for which they made fudge, jellied apples, cake, cookies, jam, jelly and large lollypops. This involved a good deal of arithmetic practice. Recipes, especially when doubled, required multiplication, division and fractions. The children kept their own accounts. When they ran out of funds they wove pot holders and sold them to cover the shortage.

Mutual Benefits

This has been an enriching educational experience for both groups. The American children, impressed by the neat writing and careful spelling of their friends across the sea, strove to improve their own efforts. Inspired by the English students' natural history collections, some children took more interest in the subject and started collections of their own. The British school adopted a library report card system which we had been using, and their students were inspired to do more creative writing.

But even more important values which the children gained are suggested in some of their own comments:

"I have a little picture in my mind," one of the boys wrote, "of what some places look like in England. I have noticed the ways that the school and people are different from us. The school is very strict about handwriting. . . The people are very different in the way they spell some things—like *colour*. The way they speak in a letter is not as free and easy as we write."

"I enjoy receiving the packages from England," one girl wrote, "because they give me a glimpse of life in another country. I have found out about their teams for games and I notice that they are not very different from our own. I have also found out that they are very polite. . . Later on it will be interesting to find out their opinion about English history. I should think that they will be able to help us with our social studies reports about England because they are so near the places we wish to know about. I think that corresponding with England is a good idea because in later years we will have an idea why they feel as they feel about politics and other things."

When I was in England this past summer I revisited the Wilbury Junior School and found the principal, teachers and students enthusiastic about continuing our

project this year, with more of the British children included. Since so much emphasis is placed by English schools on preparing children of this age to pass the "Eleven Plus" examination (which admits them to secondary school) I gathered that they must place a high value on our exchange program, since they wanted to adopt it for a third year. Of course, by the very nature of the British school system, this kind of study cannot occupy the central position in the curriculum that it does in ours.

Integrated Learning

The importance of human relations and human values is basic to the philosophy of the Ethical Culture Schools. Moreover, we find that this emphasis enriches academic work by stimulating young people to delve more deeply into what they are studying. The children in our group developed strong personal interests of their own in connection with this project. They became dissatisfied with stereotyped ways of expressing themselves. The wish to make what they wrote or painted interesting to the other children gave them a strong drive to improve their basic skills. They observed national differences and learned to respect them. At the same time they became aware of the common bond among children everywhere.

We feel this international program presents an educational challenge which can be met by any school that undertakes it, not merely as a way of "integrating" learning, but as a real voyage of discovery for children who are trying to orient themselves in a world that daily grows more difficult to comprehend.

All that mankind has done, thought, gained or been: it is lying as in magic preservation in the pages of books.—THOMAS CARLYLE.

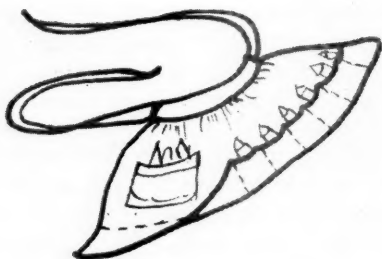
By VIOLET TALLMON

CHRISTMAS CRAFTS

WHAT TO GET

yarn
raffia
wire
string
reeds
pliers
copper or wire
hangers
thread
wheat paste
toothpicks

Christmas tree ornaments
basketry reed of various
sizes
plaster of Paris
airplane glue
odds and ends of
junk jewelry
and thin strips
of balsa
glitter
gold and silver paint



HOW TO MAKE IT

Aprons

Children can make aprons for crayons and individual art supplies. Decoration can be with yarn, raffia or string stitching.

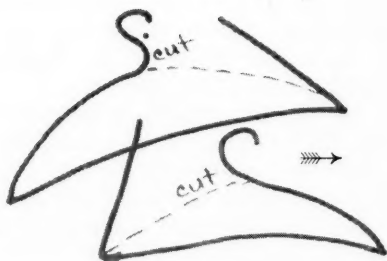
Turn up lower edge of apron the depth of pocket wanted. Divide into number of pockets needed. Stitch and decorate.

Children can create stitches for effects and select stitches for a purpose, such as holding material or decorating material:

strong thread, small close stitching for strength

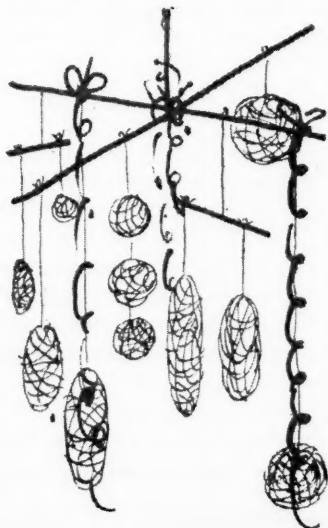
long stitches with loops for texture

knots to hold material and fabrics together, as well as for texture



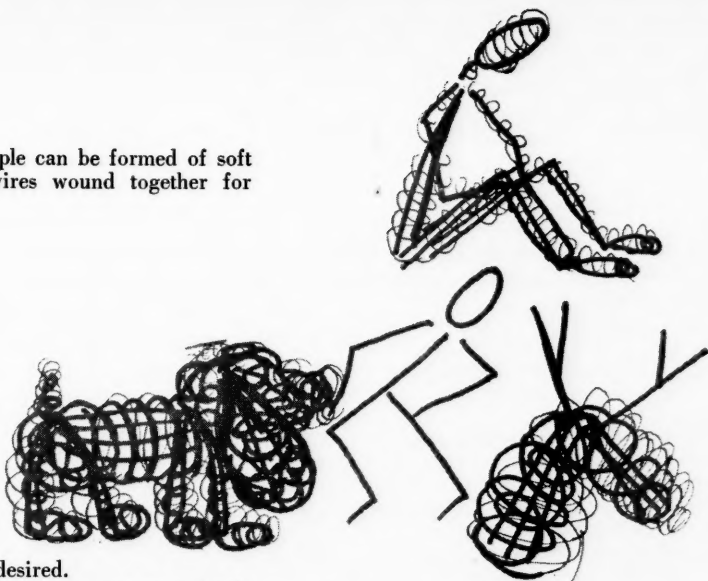
Mobiles

Make shapes by wrapping inflated balloons with string dipped in wheat paste. Wrap balloons closely. Let string dry overnight and deflate balloons. Use balloons of different shapes and sizes. Plaster of Paris may be added to the paste. If plaster of Paris is used, wrap the balloon loosely. The heat causes the balloon to pop. Plaster makes a stiffer ball and will dry faster. Arrange balloon shapes as a design. Each part should move freely—suspended and balanced in space. Add strips of foil or large Christmas tree ornaments to perfect the balance. Weave tinsel into balls as decorations. Spray gold or silver paint and add glitter to highlight or accent areas.



Wire Skeletons

Animals and people can be formed of soft wire, or several wires wound together for strength.



Stables

Cut wire to size desired.

Wire clothes hangers are cut near hook. Straighten and work wire until malleable. Bend and turn pieces. Look for patterns of space design as well as variety of line. Add strings or thread to emphasize interesting lines and divide spaces.

Balance of design can be emphasized with different colored threads or string. Push and bend stable until angles or ends can be used as resting points. Place gadgets or jewelry to add interest. Strips of balsa, toothpicks or pieces of reed may be glued into forms and sculptured into a design with string. Glue and glitter will accent parts or cover whole arrangement.

Wire frame trees

Colored thread



Earrings for trimmings



Wind dipped string around inflated balloon. Dip string in paste or plaster.

EVALUATION

Classroom discussions around such topics as:

Did we use materials as interestingly as before?

Did we draw with wire as well as with crayon or chalk?

Did we want to make things that looked like real things?

Have we improved our ways of displaying our work?

Violet Tallmon is consultant, elementary education, Stanislaus County Schools, California.

Their School - Their Community

Javus B. Fortmann, principal, Roosevelt School, Long Beach, California, reports how one school (with a highly mobile population) offered many practical ways for parents of ALL the children—regardless of race or nationality—to meet on common ground. This article will be of special interest as we work together toward increased understanding and appreciation of our schools and of each other.

TEACHERS AND ADMINISTRATORS TOO OFTEN forget that education is primarily a group process. The child finds his education not only in the school but in the home, the church, the drugstore, the market, the theatre, on television, on the playground and on the street. His educators include not only the school staff but his family, his immediate neighbors, the lady across the street, the welfare worker, the street crossing guard, the man in the grocery store and the comedian on television.

If the school is to be realistic in working with children, then the staff must know the people in the out-of-school life of the child. In turn these people must know the educational program carried on by the school.

Families within a school community may belong to a different racial or nationality group, a different church or a different club, yet most of them will have children attending the same public school within their immediate community. The school offers a common avenue which all travel. It offers limitless opportunities for people to work together toward a common goal and to grow in understanding and appreciation of each other.

Sometimes a group may in self-interest offer support and assistance to the school program for the benefit of their children, but this in itself is not enough. The school can endeavor to channel this interest into worthwhile activities in which the individual parent or the group can work with others. In so doing the parents develop a better understanding of the school program and an appreciation of the contribution of others in their school.

Believing that a school needs support and understanding of parents and others in the

community if it is to do an effective job of working with boys and girls, one elementary school staff met with its supervisor, representatives of the PTA executive board and several other parents who had indicated high interest in the school program. Questions were raised and plans discussed and proposed which would afford parents and lay members in the community opportunities of becoming better acquainted with the school staff and with other parents. As projects and plans were carried out, members of the staff and parent groups continued to evaluate their effectiveness and to plan for future projects.

Since the school was in a highly mobile area, an open house was planned early in the year. Newcomers to the community were able to become familiar with the school plant and to meet their children's teachers. A welcoming committee of parents from PTA had on hand to help them feel at home.

Understanding Each Other

It was felt that the regular monthly PTA meeting should offer a common meeting ground for parents of all the children regardless of race or nationality. Too often school meetings afford little opportunity for parents to do anything more than greet each other with a formal "How do you do." Each family group or families of the same nationality or racial group come to the meeting together, sit together and leave together. There is little opportunity for exchange of ideas or development of understanding of or appreciation for each other. Even though parents frequently express a desire to sit with their child's teacher they do not do so. Perhaps they are not able to locate him in the auditorium or perhaps

they are too shy to seek him out. Or, as often is the case, they hesitate to break into the teacher group where all the teachers are sitting together. A technique borrowed from political conventions and conferences was tried in this school and proved to be very effective. Each teacher's name and grade were printed on a placard and posted in a certain section of the auditorium high enough above the seats for the parents to locate the teacher. This plan enabled the parents to become acquainted with parents of other children in their child's room as well as with his teacher. This seating arrangement was helpful when buzz sessions or small group discussions were held as part of the program. With the parents already sitting in small groups around each teacher there was no need for regrouping.

Fifteen- and twenty-minute buzz sessions were used as a means of getting all parents to take part in small group discussions, to give them a voice in the PTA meeting and to provide the current program chairman and school administrator a means of feeling the pulse of the parents as to their attitudes and questions regarding the school program. The following are typical of the questions asked: "What do you expect our school to do for your boy or girl?" "What role do you think the PTA should play in the total school program?" "What questions do you have regarding the school program?" "What kind or type of program should we have for PTA meetings?" "What do you think is the school's responsibility to its community and the community's responsibility to its school?" With a highly mobile school population, the needs of the parents and children differed from year to year. If the PTA was to serve the needs of the school, its children and its parents, then the structure of its program would need to be flexible to meet these needs as they arose. If the interest and concern of the newcomers warranted discussion and study of problems other than those selected by the program committee of the previous year, then changes were made and ideas and questions suggested in buzz sessions incorporated into the program.

Know-Your-School-Better

During a period when there was an unusual influx of newcomers to the school community, particularly from other states, parents received an invitation by personal contact or telephone

to come to a "Know-Your-School-Better" meeting. The school program was explained, followed by a lively question and answer period which enabled parents to ask questions about differences between practices of their new school and those of the school "back home." Questions commonly asked concerned the system of grading, the reading program, cursive and manuscript writing, the policy of promotion and retention. Parents, although coming from various regions and representing different racial or nationality groups, were often concerned with the same questions regarding their child's work and progress in his new school. Parents shared their experiences and ambitions for their children and found a common interest and concern upon which new and friendly relationships were founded.

Threefold Purpose

Frequently teachers spend a great deal of time making teaching aids for reading, arithmetic, science and social studies classes. Parents can and like to help in this program of providing enrichment material for the classroom. What greater opportunity can they have to work together toward a common goal, to feel that they are needed and to make a contribution as parents and not necessarily as members of racial or nationality groups? Since industrial workshop facilities were available for use by parent and teacher groups, the primary grade teachers made personal contacts and invited mothers and fathers to workshop meetings. The teachers were certain to include members of each racial and nationality group in the day or evening workshop meetings. These meetings served a threefold purpose, for not only did they provide an opportunity for parents to work closely together in a natural situation but they also provided material for the school and gave parents an opportunity to learn more about the school's instructional program. During work period, while a committee of mothers served coffee and cookies, one of the elementary supervisors working in the workshop explained the purposes and uses of all materials made by the parents. Mothers frequently expressed appreciation of now knowing what first-grade Johnny was doing when he said he was playing a game during reading—now they knew he was working on reading readiness. Many fathers came to the evening meet-

ings. How gratifying it was to see mothers and fathers of different racial and nationality groups working together on material to be used by all children and to hear parents asking questions of each other! "Do you have a way home?" "Would you like to be picked up for the next workshop meeting?"

A Job for All

The workshop experience served as an incentive for initiating room mother meetings. These were organized in different ways depending upon the need of the group. If a particular grade had a problem peculiar to it, then mothers of this one grade were invited to meet together. Such a meeting was held for the kindergarten mothers after visiting and hearing the children discuss the need for having their playhouse repainted. They decided to renovate and repaint the playhouse and its furniture. At another meeting the kindergarten dolls were outfitted with new wardrobes as a Christmas surprise for the children. Sixth graders invited their mothers to meet and discuss the making of simple square choir collars from discarded sheets or bleached muslin. A fifth-grade class wrote their mothers for help in making costumes for a musical program.

Involving Community Members

Meeting in discussion groups to evaluate their program, the staff felt that they must include in their plans the businessman one block down the street, the cabinet maker whose shop is a source of wonder to many children enroute to and from school or the neighbor lady across the alley who grows pink camellias. Often they and others in the neighborhood call the school to complain of children trespassing or playing on their property and in so doing usually the only identification of the children was as members of a certain racial or nationality group. Recognizing the important role the school must play in a community if the community is to develop a sensitivity and respect for the welfare and growth of all its members and all its public institutions, the school staff met to discuss the problems and possible activities in which the school might engage. Tentative plans were made, some successful, others needing to be changed or discarded. Plans considered to be successful in increasing or improving the relationships between people and institutions within the

school community included such activities as: a survey of small business and industries within the school community by students; invitations to owners or representatives to visit the school; enlistment of owners or representatives to serve as resource persons to the school if needed; class walking tour of the neighborhood to observe and understand the care and pride a neighborhood has in keeping its homes and yards attractive; plants raised by children to replant at home; student council visited and heard complaints of neighbors and businessmen concerning other children, then worked in the school to increase understanding and respect of all children regarding personal rights and property of others; letters and special invitations were often sent to frequent "complainers" inviting them to visit school or telling them of special school activities; student committee groups visited recreation centers, libraries, play groups and other recreational, religious or educational facilities within the community which could be utilized by families or people living within the community. Prior to the summer vacation, lists of these facilities were sent to parents of all children attending school, encouraging them to avail themselves of opportunities offered.

Participation and "Their" School

The extent to which a school is supported by its parents and the community depends greatly upon the participation of its members and upon the establishment of good working relations between all individual and group members involved in its school life. By the same token, the degree to which different groups within a community can live and work together with increased understanding and appreciation for the contributions each can make depends upon the role the school plays in the community.

The school can and must serve as the laboratory, the common ground for children, parents and community members to work together on problems of concern to them all. In so doing it can provide the natural opportunities for all to develop an appreciation for each other regardless of differences in race, creed or nationality. There is no substitute for feeling needed and important. Give the parents and the children an opportunity to become involved in a constructive school program and they bind themselves together in support of "their" school.

1958 ACEI Study Conference

Preliminary Program

Time: April 6-11

Place: Atlantic City, New Jersey

Theme: HORIZONS—TODAY AND TOMORROW

Information


on: Special Features
Program Schedule
Study Groups
Registration
Hotel Accommodations



TENTATIVE SCHEDULE - 1958 ACEI STUDY CONFERENCE

April 6-11 ★ Atlantic City, N. J. ★ Official Hotels: Ambassador and Ritz Carlton

Theme: Horizons — Today and Tomorrow

	SUNDAY, APRIL 6	MONDAY, APRIL 7	TUESDAY, APRIL 8	WEDNESDAY, APRIL 9	THURSDAY, APRIL 10	FRIDAY, APRIL 11
MORNING		8:00-9:45 Functional Display Pamphlet Center Branch Center 10:00 General Session	8:00-10:30 Functional Display Pamphlet Center Branch Center 9:00-10:30 Branch Forums 10:45-12:00 Business Session	9:00-10:15 Study Groups 10:30-12:30 Lab Sessions	8:00-12:00 Functional Display Pamphlet Center Branch Center "New Horizons in Science": General Session Interest Level Discussion Groups	General Business Session General Session
AFTERNOON		12:00-7:00 Functional Display Pamphlet Center Branch Center 1:30-2:45 Interest Groups 3:00-5:00 Open Editorial Board Meeting	12:00-2:00 Functional Display Pamphlet Center Branch Center 2:00-4:00 Study Groups 4:00-7:00 Functional Display Pamphlet Center Branch Center	12:30-2:00 Functional Display Pamphlet Center Branch Center 2:00-4:00 Study Groups 4:30-7:00 Functional Display Pamphlet Center Branch Center	12:00-7:00 Functional Display Pamphlet Center Branch Center 2:00-3:30 Branch Clinics 4:00-5:30 Enrichment	Excursions National Council For Elementary Science
EVENING	7:00-9:00 Regional Receptions	8:00 International Night	NO GENERAL SESSION	General Session	Surprise	<div>SATURDAY, APRIL 12</div> National Council For Elementary Science 

NOTE: Conference registration in Atlantic City will be at the Convention Hall Monday, Tuesday

The Association for Childhood Education International

1958 Study Conference

April 6-11 — Atlantic City, New Jersey

Theme: HORIZONS — TODAY AND TOMORROW

At the Conference in Atlantic City you will work with people who are concerned, as you are, for children. Opportunities to focus on the needs of children will be provided. In planning the program, the ACEI Executive Board considered the suggestions of those who attended previous Conferences. Non-members as well as members are invited.

SPECIAL FEATURES OF THE CONFERENCE

Study Groups: Register early so you can participate in the study group of your choice. Discuss and study problems of mutual concern. Study groups open only to those who register for entire Conference.

General and Special Sessions: Attend inspiring and informative lectures. Participate in lively discussions.

Excursions: Opportunities for longer excursions are being planned for Friday afternoon, April 11.

Branch Forums and Branch Problem Discussions: Discuss Branch activities. Bring your hopes and problems. Exchange ideas.

Open Committee Meetings: Meet committee members. Discuss committee work.

Regional Receptions: Join others from your region; share Branch news; have fun and fellowship with neighboring ACE members.

Interest Groups: Learn of new trends in special fields of interest such as nursery, kindergarten, primary, intermediate and church

school education and legislation affecting children.

Resource Materials Center: See the latest educational publications while you have time to browse.

Functional Display: Learn about approved educational materials by seeing them on display and using them.

Branch Center: Examine ACE Branch materials—notebooks, project reports, program ideas. Consultants available to discuss Branch work.

National Council for Elementary Science: Consider questions related to the teaching of science. The National Council for Elementary Science has arranged a program to follow the Conference. Details available later.

ACEI Interplanetary? Learn new scientific facts; use new materials; gain some experiences to help you work with children of the space age.

Conference On Teacher Education: Inform yourself on new trends and promising practices in teacher education.

PLACE

The Ambassador and Ritz Carlton Hotels are official Conference hotels. General Sessions and other meetings will be held in the Convention Hall and two official hotels. Conference registration will take place at the Convention Hall.

Note: To insure the best use of limited time and to aid in arriving at wise decisions, the Executive Board asks that items of new business be given in writing to some member of the Executive Board before April 5, or at least twenty-four hours before the general session at which they will be presented—Friday morning, April 11.

This section of **CHILDHOOD EDUCATION** has been so planned that it can be detached without disturbing the rest of the magazine. Those wishing to attend the Conference are asked to use the forms on the following two pages.

HOUSING: Hotel rates are listed here. Use the form below. The hotels are within convenient walking distance of the three meeting areas.

Note: Atlantic City hotels will be crowded Easter week-end. Registrants are urged not to request occupancy of rooms before early Sunday evening, April 6. Those desiring accommodations before that time are asked to write directly to the hotels for their special package rates for the Easter week-end.

Hotel	Single Rooms	Twin Rooms	Combination—4 persons 2 Rooms—1 bath
Ambassador	\$8.00-18.00	\$10.00-22.00	\$24.00-28.00-36.00
Ritz Carlton	6.00-10.00	8.00-22.00	\$24.00

Note: Additional beds can be put in rooms for \$4.00 each. Specify on your reservation if this kind of accommodation is desired.

SPECIAL MEALS: Groups wishing to plan special meals and other events should make arrangements for them as early as possible. ACEI Headquarters and the Conference Committee will make room arrangements with hotels and send confirmation to groups. For detailed information write to ACEI Headquarters, 1200 Fifteenth Street, N.W., Washington 5, D. C.

REQUEST FOR HOTEL ACCOMMODATIONS

Mail to: ACEI Housing Bureau, 16 Central Pier, Atlantic City, N. J.

Note: Arrange for double occupancy of rooms wherever possible, since single rooms are limited in number.

Do not send any money with this form.

Accommodations desired:

Rates Preferred

Date \$ to \$

Hotel (1st choice)

Hotel (2nd choice)

..... Room with bath for 1 person

..... Room with bath for 2 persons (twin beds)

..... Combination with bath for persons

If reservation cannot be made in the hotel indicated, shall we place you elsewhere?

Yes No

Date and hour of arrival Date and hour of departure

Mode of transportation to Atlantic City (train, plane, bus, car)

Names and addresses of all persons to occupy rooms: (Please print.)

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Signed

Address

City Zone State

CLIP AND MAIL THIS SECTION TO ACEI HOUSING BUREAU
16 Central Pier, Atlantic City, N. J.

ASSOCIATION FOR CHILDHOOD EDUCATION INTERNATIONAL
1200 15th Street, N.W., Washington 5, D. C.

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REQUEST FOR PRE-CONFERENCE REGISTRATION

Mail to: Assn. for Childhood Education International, 1200 15th Street, N.W., Washington 5, D. C.

Miss

Mr.

Mrs.

(Surname first)

Street..... City and State.....

Name of public school system, private school or institution with which you are connected:

Check only ONE item — professional status:

- | | | |
|--|---|--|
| <input type="checkbox"/> College or Univ. Faculty Member | <input type="checkbox"/> Librarian | <input type="checkbox"/> Superintendent |
| <input type="checkbox"/> Community Worker | <input type="checkbox"/> Nursery School Teacher | <input type="checkbox"/> Supervisor |
| <input type="checkbox"/> Intermediate Teacher | <input type="checkbox"/> Primary Teacher | <input type="checkbox"/> Undergraduate Student |
| <input type="checkbox"/> Kindergarten Teacher | <input type="checkbox"/> Principal | <input type="checkbox"/> Other..... |

Do you personally subscribe to CHILDHOOD EDUCATION? ☐

Check only ONE item — membership status:

- ☐ ACEI Life Member ☐ ACE Branch Delegate, please give name of Branch: ☐ ACE Branch Member
- ☐ International Member ☐ Nonmember

Registration prior to March 15, 1958

Registration fee \$12 ☐

Undergraduate Student \$4.50 ☐

Registration after March 15, 1958

Registration fee \$13 ☐

Undergraduate Student \$5.00 ☐

Enclosed is my registration fee for the 1958 ACEI Conference in Atlantic City \$.....

Study Group Registration

Miss

Mr.

Mrs.

(Surname first)

Street..... City and State.....

Select IN ORDER OF PREFERENCE the four groups in which you are most interested. Please make your choices carefully. Avoid choosing a group that others from your locality are choosing. Insure varied experiences for your group. Indicate your preferences below. (For list of study groups, see following pages.) Assignments will be made in the order in which registrations are received at Headquarters. The registration receipt mailed to you will verify your assignment.

1st Choice..... 2nd Choice..... 3rd Choice..... 4th Choice.....

REGISTRATION

Early registration by mail reserves for you a place in the group of your choice. Use the form above and enclose your check or money order.

Pre-conference registration by mail,

January 11-March 15.....\$12.00

Undergraduate Student..... 4.50

Late registration in Atlantic City,

April 7-8..... 13.00

Undergraduate Student..... 5.00

When your registration form and check are received at Washington Headquarters, a receipt will be sent to you.

In Atlantic City you will present your receipt at the Conference desk, Convention Hall, and receive: official badge—admits you to Conference sessions;

study group admission card; official program. (The Conference report will be mailed to you before the end of May).

Late Registrants: Those who wait to register in Atlantic City pay more and cannot be assured of enrollment in groups of their choice.

Special Note: No provision is made for registration for less than the total time of the Conference, since events planned for the five days are closely related.

Refunds: Those registering but unable to attend the Conference may receive a refund of \$11 (to undergraduate students, \$4.00) by sending the *Official Receipt* to Headquarters in Washington before June 1. Refunds cannot be made after the close of the Association's fiscal year.

Study Groups

"Horizons — Today and Tomorrow" is the theme for the 1958 ACEI Study Conference. This theme is of interest to all who are concerned with children.

To develop the theme three sections are planned: I. Human Development, II. Creativity and III. Skills. It is hoped that registrants will be helped to broaden horizons and to exchange ideas regarding the central emphasis in all study groups — Human Relations.

Study groups will meet three times to discuss the problem with leaders and other study group members. A lab session will precede the final study group meeting.

Section I. HUMAN DEVELOPMENT

Coordinator: Merle Gray, Public Schools, Hammond, Ind.

- GROUP 1. *Leader:* Louis Rath, New York University, New York, N. Y.
- GROUP 2. *Leader:* James Hymes, Jr., University of Maryland, College Park, Md.
- GROUP 3. *Leader:* Agnes Snyder, Adelphi College, Garden City, N. Y.
- GROUP 4. *Leader:* Flemmie Kittrell, Howard University, Washington, D. C.
- GROUP 5. *Leader:* Rebecca Adinoff, Public Schools, New York, N. Y.
- GROUP 6. *Leader:* Myra Woodruff, State Department of Education, Albany, N. Y.
- GROUP 7. *Leader:* Dorris Lee, Portland State College, Portland, Ore.
- GROUP 8. *Leader:* Grace Dolmage, University of British Columbia, Vancouver, B. C., Can.
- GROUP 9. *Leader:* Jessie Hill, Oregon College of Education, Monmouth, Ore.
- GROUP 10. *Leader:* George Myers, Michigan State University, East Lansing, Mich.
- GROUP 11. *Leader:* Myron Cunningham, University of Florida, Gainesville, Fla.
- GROUP 12. *Leader:* Margaret Hampel, Marshall College, Huntington, W. Va.
- GROUP 13. *Leader:* Christine Heinig, American Association of University Women, Washington, D. C.
- GROUP 14. *Leader:* Elizabeth Lloyd, State Department of Education, Dover, Del.
- GROUP 15. *Leader:* Dorothy Levens, Vassar College, Poughkeepsie, N. Y.
- GROUP 16. *Leader:* Gertrude Wood, Public Schools, Los Angeles County, Calif.
- GROUP 17. *Leader:* Winifred Bain, Cambridge, Mass.

Section II. CREATIVITY

Coordinator: Alice Miel, Columbia University, New York, N. Y.

- GROUP 1. *Leader:* Helen Mackintosh, Office of Education, Washington, D. C.
- GROUP 2. *Leader:* Peggy Brogan, Macmillan Publishers, New York, N. Y.
- GROUP 3. *Leader:* Marian Nesbitt, Public Schools, Richmond, Va.
- GROUP 4. *Leader:* Gladys Andrews, New York University, New York, N. Y.
- GROUP 5. *Leader:* Margaret Harris, The Little Red School House, New York, N. Y.
- GROUP 6. *Leader:* Vera Petersen, Portland State College, Portland, Ore.
- GROUP 7. *Leader:* Marie Capron, State Department of Education, Concord, N. H.
- GROUP 8. *Leader:* Elsa Schneider, Office of Education, Washington, D. C.
- GROUP 9. *Leader:* Margaret Woods, University of Washington, Seattle, Wash.
- GROUP 10. *Leader:* Alberta Lowe, University of Tennessee, Knoxville, Tenn.
- GROUP 11. *Leader:* Lotta Veazey, Public Schools, Cincinnati, Ohio
- GROUP 12. *Leader:* Ralph Beelke, Office of Education, Washington, D. C.
- GROUP 13. *Leader:* Ruth Tomlinson, Churchville, Pa.
- GROUP 14. *Leader:* Norma Law, State Department of Education, Albany, N. Y.
- GROUP 15. *Leader:* Elizabeth Gilkeson, Bank Street College of Education, New York, N. Y.
- GROUP 16. *Leader:*
- GROUP 17. *Leader:*

Section III. SKILLS

Coordinator: Robert S. Fleming, New York University, New York, N. Y.

- GROUP 1. *Leader:* Beatrice Hurley, New York University, New York, N. Y.
- GROUP 2. *Leader:* Pauline Hilliard, University of Florida, Gainesville, Fla.
- GROUP 3. *Leader:* Ethel Thompson, National Education Association, Washington, D. C.
- GROUP 4. *Leader:* Max Berryessa, Brigham Young University, Provo, Utah
- GROUP 5. *Leader:* Maurice Ahrens, University of Florida, Gainesville, Fla.
- GROUP 6. *Leader:* Muriel Crosby, Public Schools, Wilmington, Del.
- GROUP 7. *Leader:* Elizabeth Henson, State Department of Education, Richmond, Va.
- GROUP 8. *Leader:* Paul Blackwood, Office of Education, Washington, D. C.
- GROUP 9. *Leader:* Villa Quinn, State Department of Education, Augusta, Maine
- GROUP 10. *Leader:* Geraldine Craig, Kent State University, Kent, Ohio
- GROUP 11. *Leader:* Anne Hoppock, State Department of Education, Trenton, N. J.
- GROUP 12. *Leader:* Mary Seguel, Northern Illinois University, DeKalb, Ill.
- GROUP 13. *Leader:* Eugenia Hunter, Woman's College, University of North Carolina, Greensboro, N. C.
- GROUP 14. *Leader:* Dorothea Jackson, Public Schools, Seattle, Wash.
- GROUP 15. *Leader:*
- GROUP 16. *Leader:*
- GROUP 17. *Leader:*

TO HELP YOU REMEMBER



I requested:

Hotel Reservations at _____

Study Groups Number _____, _____, _____

UNDERSTANDING ALL PEOPLE

The many ways a teacher can provide experiences for young children to become interested in all peoples is described.

CHILDREN GROWING UP IN TODAY'S CULTURE are almost certain to learn that our world is made up of many peoples with similarities and differences. But beyond this, they need to develop the understanding that differences among peoples need not affect their friendliness toward each other. To do this they should have experiences which will develop skills of identification, or a warmth toward all people.

There must be social interaction under careful adult guidance if children are to grow in their ability to respect the worth and the rights of each individual within their own group and within the whole school. There must be social interaction if children are to come to know why others are as they are. This is an important step toward the inclusion of all people.

World understanding begins with us and with the children with whom we are working. Experiences can be provided which will help to create a desire to know more about other people and to develop a respect for them as persons. A friendliness toward them can be extended from the people with whom children associate daily to a much wider area.

Globe Study

A group of third-grade children had used a globe frequently while studying the causes of day and night and the change of seasons. They had become interested in locating different places about which they had heard and to which some of their parents had traveled. One child had spent a year abroad and had toured through a number of countries.

A group conversation relating to the world as the home of many kinds of peoples led into a discussion of ancestors and the countries. To some of the children this was a new idea. Some needed an explanation of the term "ancestors." Eddie, part Indian and part Negro, said, "My ancestors were here before any of yours." This comment provoked thinking and led into further conversation about the United States being made up of many peoples from many countries and the Indians being here

before the white men. The next morning most of the children brought information concerning the country or countries from which their ancestors had come. These countries were located on a globe and on a world map.

Later the teacher's question, "How many have things at home which came from other countries?" brought articles in such quantities that time schedules had to be arranged for different contributors. The following places were finally represented through the articles brought: Norway, Sweden, Denmark, Russia, Italy, England, Scotland, Ireland, Spain, France, Portugal, Germany, Greece, Holland, India, Siam, China, Japan, Brazil, Mexico, Canada, Cuba, Haiti, Alaska, Hawaii and Indian reservations in the southwestern part of the United States.

Two children made a chart of the names of these places for future reference. When contributions from a certain country were brought the group would think of the location of this country on the map in reference to the countries represented before.

The teacher felt that here was an interest developing which could have many valuable learnings. The second-grade group study had dealt mostly with things and had been more closely related to science. The central interest in the fall quarter of the third grade had been a seasonal one. These were bright children, most having many advantages in their home background but the majority still strongly individual in their reactions. However, if they were really to grow in interest and understanding of the peoples of the world, it seemed most desirable that they have direct contacts with some people of different races and from different countries—opportunities to talk with them, to ask questions concerning the customs of these countries and to get the impression one gets only by personal contacts.

Direct Contacts

As their interest grew the children themselves brought in much information concerning resource people. Hugh, an American child

who had lived in Arabia for three years, was brought to school by Roger. He spent the day with the children, telling them many things about the country, the homes, the schools and the way people lived. The group had much fun trying to learn to count to ten in the Arabic language. This contact was a real treat for Lynne, who had a deep interest in stories about Arabian horses.

Susie brought an English child who was in the United States for a year and attending one of the city schools. Her impressions of school life in England and in the city of Columbus were interesting to the children, as was the account of her ocean trip to the United States.

A lady from India, attending Ohio State University, came to school as a guest of Katie's. She was attired in her Hindu costume, the sari. You can imagine the children's delight when she draped a sari on Katie, put a Hindu child's costume on another child and placed jewelry on others. She wrote words in Hindu on the blackboard as the children asked for them. The Hindu manner of greeting became a daily part of third-grade living for some time after this.

Following this experience Alan's father made a contribution by bringing articles he had obtained in India during the war. Among these were a lovely carved teakwood table; bells of different sizes which the children were permitted to ring, noting the different tones; ivory carvings and woven silk scarves.

Feelings of gaiety through music

Mr. Bartells, a neighbor who had spent some time in Greece, came to school at Cathy's request. He showed the children colored slides of his travels as he talked with them. Many of the slides showed activities of the children of Greece.

Natasha, a third grader of Ukrainian descent, learned a Ukrainian dance when she went to visit her grandmother during the spring vacation. She taught the dance to a neighbor child. Later she, her mother and the neighbor child came to school dressed in Ukrainian costumes and taught the children this native dance. Natasha's mother also showed them how Ukrainians dye Easter eggs.

Besides the resource people whom the children brought there were other interesting personal contacts. Mr. Lee, a teacher from Korea attending Ohio State University, was one of the favorites about whom the children talked for a long time after his visit. Miss Kim, a Chinese teacher from the Hawaiian Islands, came into the room one morning with orchids flown from the Islands and joined the children in the circle, telling them about the many peoples living there. Several students from the campus helped to enrich the study. One who had lived with a native family in Mexico for a year shared her pictures and Mexican articles, permitting the children to attire themselves in the serape and sombrero. This experience was further enriched by a student teaching the Mexican Hat Dance. Another

Dept. of Photography, The Ohio State University, Columbus



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Nelle Morris is research associate, University School, The Ohio State University, Columbus.

student whose father came from Yugoslavia talked with the children, showing pictures and articles. Since interest in languages of different countries had grown, a student taught them some French words. Greetings in different languages were an interest for some time.

The school dietitian who had spent the summer in Europe shared her trip through colored slides—the New York skyline and views of the Statue of Liberty from the ship, ocean scenes, the British Isles, the Scandinavian countries, scenes on the way back to the United States. Many of the slides were of children in these countries. The fourth-grade teacher loaned the children maps, folders and pictures she had collected on her trip abroad. A teacher substituting in this group for a week contacted a doll collector who brought her collection and talked with the children.

The following motion picture films catalogued under Children Series were borrowed from a public library: *A Day with English Children*; *Farm Life in Brittany*; *Greek Children*; *Peiping Family*; *Children of Japan*; *Irish Children*; *People of Norway*; *Laplanders*; *Winter in Western Alaska*; *Children of Switzerland*; *Spanish Children*; Hans Christian Andersen's *The Steadfast Tin Soldier*.

While these experiences were progressing, information was being acquired by reading. Sets of five or six books about children in many of these lands, *If I Were Going*, *Children of Foreign Lands*, and the wonderful stories found in children's literature today furnished much interesting resource material which the children themselves could read. A children's magazine from South America which was very colorfully illustrated, a Japanese magazine, and several published in the United States stimulated a great amount of interest and comparison.

Arts of Other Lands

Literature, music and dance always serve as excellent means of promoting interest in and feeling for other people. Through literature children identify themselves with characters in stories. Through music and dance they vicariously get a feeling of the emotions of the people.

Books read aloud to the group were *Macaroni*, a story of an Italian boy who comes to America, finds a problem of acceptance in his

neighborhood group and finally wins the friendship and the admiration of the boys; *Masha, the Little Goose Girl*, a story of the old Ukraine; *Hans Brinker of the Silver Skates*; *Chinese Children Next Door*; *Chi-Wee*, a story of an Indian child in southwestern United States; *The Magic Tunnel*, in which two children of today find themselves living in Old New York or New Amsterdam; *Heidi*, an old favorite; and *Snow Treasure*, based upon the incident where children of Norway removed the gold bullion during the Nazi invasion.

The gaiety of the Mexicans expressed through the song, "Fiesta," appealed to the children. Singing accompanied by one child at the piano, another with his violin, others with castanets, maracas, tambourines and drums became a special favorite. The Chilean song, "Snow-White Little Burro," accompanied by tonettes, also had great appeal.

Other songs learned and frequently called for were: "The Keeper," an English folk song; "Vreneli" from the Swiss; "Kuckuck" (Cuckoo) from Austria; "The Little Ole," words by Hans Christian Andersen; "Marching to Pretoria," an African folk song; "Over the Meadows," a Czech folk song; the Australian round, "Kookaburra"; as spring arrived the Italian-Swiss folk song, "Winter Is Over."

Children Everywhere

Interest carried over also into the art. A whole series of large pictures depicting children of various nations and pictures of scenery in various lands were painted. Mobiles of the globe and of children of a number of lands and several Chinese kites were made. Cathy brought an article explaining that the kites really originated in Korea. A Korean student participating in the arts helped them with their kites, another contact with someone from another land. For a period of about three months the group took responsibility for one of the hall showcases. They enjoyed changing their display frequently—a few articles or pictures, sometimes the entire display.

An outline map of the world with different countries colored in by the children and colored floss strings leading from these countries to colored paper dolls displayed the traditional costumes of many lands and led into learning about keys to maps.

As the children said, they were learning about "children everywhere."

Since giving as well as receiving is a part of identifying with people, opportunities for

such experiences were made available. With money earned or received in allowances, articles for children were purchased and packed in overseas boxes in connection with Junior Red Cross. When the high school group, who had adopted a Korean boy, made an appeal to the elementary school for help in raising funds, the third-grade children responded most generously. Letters from the Korean boy were shared with the children.

Among the many learnings which were a part of all these experiences, very evident was growth in self-confidence and poise with which these children learned to meet and carry on an intelligent conversation with other people—those from other lands and of other races as well as those of their own.

The large concept or generalization which the teacher hoped the children were developing is well expressed by Dorothy Hall in her poem, *Other Lands and Other Faces*.¹

Other lands and other faces,
Other names and ways,
Strange processions in strange places
Other nights and days—

Same imagining and dreaming—
Courage, friends, and fame—
Hearts, no matter what the seeming,
Everywhere the same.

References

BOOKS

- If I Were Going*, Mabel O'Donnell (Evanston, Ill.: Row, Peterson & Co., 1954—revised).
Children of Foreign Lands, Elizabeth F. McCrady (New York: Platt & Munk Co., 1937).
Macaroni, Myna Lockwood (New York: Oxford University Press, 1939).
Masha, the Little Goose Girl, Marguerite Rudolph (New York: Macmillan Co., 1939).
Hans Brinker of the Silver Skates, Mary Mapes Dodge (New York: Charles Scribner's Sons, 1932).
Chinese Children Next Door, Pearl S. Buck (New York: John Day Co., Inc., 1942).
Chi-Wee, Grace Moon (Garden City, N. Y.: Doubleday & Co., Inc., 1925).
Magic Tunnel, Caroline Dwight Emerson (Philadelphia: Lippincott, 1940).
Heidi, Johanna Spyri (New York: Grosset & Dunlap, Inc., 1927).
Snow Treasure, Marie McSwigan (New York: E. P. Dutton & Co., Inc., 1942).

¹ Dorothy Hall, *Other Lands and Other Faces*. Reprinted by permission of the publisher. From *Enchanted Isles, Treasury of Literature Reader*, by Eleanor M. Johnson and Leland B. Jacobs. Charles E. Merrill Books, copyright 1954, by Wesleyan University and Artists and Writers Guild.

FILMS

- A Day with English Children*, Coronet, 1948. 10 min., sd, b & w.
(Farm Life in Brittany) Life on a French Farm, Coronet, 1949. 10 min., sd, b & w.
Greek Children, EBF, 1951. 16 min., sd, b & w.
Peiping Family, McGraw-Hill, 1948. 21 min., sd, b & w.
Children of Japan, EBF, 1941. 11 min., sd, b & w. Produced by Erpi Classroom Films.
Irish Children, EBF, 1948. 10 min., sd, b & w.
People of Norway, Bailey, 1949. 14 min., sd, b & w. Produced by Hjordis K. Parker.
Laplanders, EBF, 1952. 11 min., sd, b & w.
(Winter in Western Alaska) Eskimo Children, EBF, 1941. 11 min., sd, b & w. Produced by Erpi Classroom Films.
Children of Switzerland, EBF, 1940. 11 min., sd, b & w. Produced by Erpi Classroom Films.
Spanish Children, EBF, 1949. 11 min., sd, b & w.
(The Steadfast Tin Soldier) Little Tin Soldier, Brandon, 1955. 14 min., sd, color.

SONGS

- The Mexican Hat Dance* (Mexican folk dance). Words by Lisbeth Rawski. From *Music in Our Country*, Silver Burdett Co., New York, 1956.
Fiesta (Mexican). From *Music Everywhere*, C. C. Birchard & Co., Boston, 1943.
Snow-White Little Burro (Chilean). Paraphrased by Christine Turner Curtis. From *Singing and Rhyming*, by Pitts, Glenn and Watters. Ginn & Co., Columbus, 1950.
The Keeper (English folk song). From *Music Everywhere*, C. C. Birchard & Co., Boston, 1943.
Vreneli (Swiss). From *The Ditty Bag*, by Janet E. Tobitt. From *Swiss Alpine Songs*, copyright 1949, Cooperative Recreation Service, Delaware, Ohio.
Kuckuck, K. F. Rohrbach (Austrian). From *Songs Children Like—Folk Songs from Many Lands*, copyright 1954, Association for Child Education International, Washington, D. C.
The Little Ole, H. C. Andersen, O. Jacobsen (Danish Folk Song). From *Songs Children Like—Folk Songs from Many Lands*, copyright 1954, Association for Childhood Education International, Washington, D. C.
Marching to Pretoria. From *Songs of the Veld*, by Joseph Marais. G. Schirmer, 1942. Also Decca Long Play Records, *Songs of the Veld*, by Joseph Marais. *Marching to Pretoria*, side 1. Serial No. DL 5083.
Over the Meadows (Czech). From *Singing America*. From *Around the World in Two Hours*, collection, edited by Lynn Rohrbach, Ohio Music Educators Association. Copyright 1951, Cooperative Recreation Service, Delaware, Ohio.
Kookaburra (Australian round). By M. Sinclair. From *Yours for a Song*, by Janet E. Tobitt. From *Around the World in Two Hours*, collection, edited by Lynn Rohrbach, Ohio Music Educators Association. Copyright 1951, Cooperative Recreation Service, Delaware, Ohio.
Winter Is Over (Italian-Swiss folk song). From *Swiss Alpine Songs*, copyright 1949, Cooperative Recreation Service, Delaware, Ohio.

What Does Daddy Do?

Michael S. Auleta, State University of New York, Teachers College, Brockport, reports a study of 904 children's concepts of their fathers' occupations. Age range of the children was from five to ten years.

FATHER'S ROLE IN THE FAMILY IS A much discussed topic these days. History claims that until recently he has been the undisputed breadwinner. However, Father's position seems to be undergoing some modification. Where once he was the sole wage earner, in many homes he is now sharing this role with Mother who has joined the increasing ranks of female job holders. Whatever the relative position Daddy may claim, he is still the one who leaves for work each morning and returns each evening.

We wondered: If society has some doubts about the relative importance of Father's occupation, what do the children think, particularly those between the ages of five and nine? In an effort to learn the answer, a study was conducted among thirty-four teachers and 904 children from public schools located in the area of Rochester, New York. This study included 487 children from the urban area, 215 from suburban areas, and 202 from rural areas. The occupations covered a wide range of professional, technical, skilled and unskilled work, business and farming.

Information for this study was solicited through short interviews conducted by teachers in kindergarten through third grade. Results were tabulated according to the degree of knowledge each child possessed. Those children who provided detailed information about father's occu-

pation were classified under "specific degree of knowledge." Responses from children who provided less specific information were listed under "general degree of knowledge." Children unable to provide any information were listed under "no degree of knowledge."

Third-Grade Data

Comparative results indicate the eight to ten year olds in the third grades could describe with greatest degree of accuracy the nature of "Father's work." In cases where the father was employed in a large factory, some children were less certain about the nature of the work. The following responses are typical of the type classified in Table I as "specific degree of knowledge."

"My father works at Rochester Folding Box. He sets up machines."

"He works at Hickey Freeman Advertising Department. He prints with an enlarger."

"He does electrical work and has five men working for him."

The following responses illustrate the results classified in Table I as "general knowledge." These responses are of less specific nature:

"He is an inspector at Kodak." (The child did not know what Father inspected.)

"He is a supervisor at Kodak." (The child did not know what or whom was supervised.)

"He drives a truck." (The child did not know where or for whom.)

(Continued on next page)

One boy in the third grade intimated he did not know his father's occupation. His precise answer was as follows: "My father goes to the office and sits all day." Actually this boy was among the bright ones in his grade. It would appear his father's occupation was in question within the household.

Table I shows that of the 128 children interviewed, one hundred or 78% provided specific information of father's occupation. Twenty-seven children or 21% indicated less specific knowledge, while one child appeared to have little information. There was no significant difference in the information given by the boys as compared with that given by the girls.

TABLE I—THIRD GRADE

Age	Boys	Girls	Degree of Knowledge		
			Specific	General	No
8	42	32	66	7	1
9	24	28	33	19	0
10	0	2	1	1	0
Totals	66	62	100	27	1

Second-Grade Data

There were 316 cases of second-grade children in this group ranging in ages from seven through nine. They revealed a slightly smaller percentage of specific responses (58%) and a slightly larger percentage of general responses (36%) when compared with the third-grade children. The number of children who indicated no knowledge was also larger. This group represented 6% of the total responding.

The following quotes illustrate the type of response classified in Table II as "specific degree of knowledge":

"He is a mason and builds houses."

"He works at Delco in the Paint and Oil Burner Department."

"He is a truck driver, drives the tractor trailers for Johnson Company."

The following type responses are less specific in nature and are classified in Table II as "general knowledge":

"He works at Kodak." (The child did not know type of work his father did.)

"He works in one office in Williamson." (The child did not know the nature of the office work.)

"He is a truck driver." (The child did not know employer or type of trucking.)

The following illustrations selected from these children who lacked knowledge of father's occupation are listed under "no degree of knowledge."

"He works at a plant." (The child did not know name of plant, location, or nature of work.)

"He is a cub master." (The child did not know where his father worked or if cub master job was occupation or avocation.)

"He works in the city." (The child could not elaborate.)

TABLE II—SECOND GRADE

Age	Boys	Girls	Degree of Knowledge		
			Specific	General	No
7	103	121	131	77	16
8	41	38	46	30	3
9	8	5	10	2	1
Totals	152	164	187	109	20

It is significant that of the twenty children who failed to provide any knowledge of their fathers' occupations, thirteen were boys. They ranged in intelligence from dull to bright.

First-Grade Data

Two hundred and twenty-eight boys and girls ranging from six to eight years of age comprised the total number of first-grade children interviewed. Comparable results were found between the first- and second-grade children. The degree of "specific" and "general" information was similar. The only significant difference was found among the children with "no knowledge." In this instance 11% failed to provide any tangible information as

compared with 6% among the second-grade group. (See Table VI.)

The following quotes illustrate the type reporting "specific knowledge" of father's occupation:

"He is a fruit farmer." (Further questioning revealed location.)

"He works on trees and landscapes. He is a landscape gardener."

"He sells fruit on corners in the city." (The child later revealed the location.)

The following responses were less specific or vague and are classified in Table III as "general knowledge" of father's occupation:

"He is a chicken farmer and catches chickens." (The child did not elaborate.)

"He perforates at Kodak." (The child did not know nature of the work.)

"He makes crates stand up at applesauce factory." (Further questioning revealed the factory.)

The following responses are classified among the number listing "no knowledge" of father's occupation:

"He works on ice cream boxes." (The child could not explain nature of work, where or by whom employed.)

"He works in town." (There was no added explanation despite questioning.)

Table III shows the breakdown of figures obtained from interviews with the first graders. It is interesting to note that among the 26 reporting no knowledge of father's occupation, fourteen were boys and twelve were girls.

TABLE III—FIRST GRADE

Age	Boys	Girls	Degree of Knowledge		
			Specific	General	No
6	71	80	92	42	18
7	34	32	36	22	7
8	6	5	6	4	1
Totals	111	117	134	68	26

DECEMBER 1957

Data Related to Kindergarten

The 232 cases of five- and six-year-old kindergarten children confirmed trends indicated in the previous tables. The younger children possessed the less specific concepts. This group provided the largest percentage reporting no knowledge of fathers' occupation. In this instance it was 16%. (See Table VI.)

The following quotes illustrate the less specific variety reported. The five-year-old's response is not without humor.

"He works at Stromberg Carlson." (The child did not know nature of work.)

"There's a house right up the road from us and he works there. He's fixing it up."

"He's a fixer-upper. He fixes TVs and radios, too. And he gets \$120 each week and do you know how much that is all year? I don't know either."

"He works up at Rochester. He runs a machine that makes parts for cars."

The following were selected from those who possessed "no knowledge":

"He works at his work place."

"Daddy works in a big building and writes on paper and stuff."

"He just goes to work every day."

"He is a business man and he gets lots of money."

TABLE IV—KINDERGARTEN

Age	Boys	Girls	Degree of Knowledge		
			Specific	General	No
5	81	75	49	69	25
6	40	36	34	42	13
Totals	121	111	83	111	38

It is interesting to note that of the 38 children who reported no knowledge of father's occupation, 22 or 58% were boys. Children of truck drivers showed a similar pattern. From four schools, these kindergarten children knew their

fathers drove a truck but did not know what the truck carried or where it went. Children of farmers were somewhat vague about their fathers' specific work—probably because Father was "around the house."

The summary in Table V includes the number of children from urban, suburban and rural areas. Results of this study failed to indicate that location of the home was as significant as the nature of father's occupation. Factory work and truck driving stood out among types of work receiving the vaguest responses. The interviewers agreed that in general chil-

dren from the more favored socioeconomic home possessed the more specific knowledge of father's occupation. Lack of such knowledge was not limited to the slow child alone.

Among the equally interesting speculations is the father's role in the home and the nature of the relationship between father and son and father and daughter.

The percentage figures included in Table VI show a fairly consistent trend in specificity of knowledge between the youngest and the oldest.

TABLE V—SUMMARY

Grade	No. of Cases	Degree of Knowledge			Type of Community		
		Specific	General	No	Urban	Suburban	Rural
Kdgn.	232	83 (36%)	111	38	144	51	37
First	228	134	68	26	124	55	49
Second	316	182	114	20	190	67	59
Third	128	100	27	1	29	42	57
Totals	904	499	320	85	487	215	202

TABLE VI—PERCENT OF CASES REPORTED

Grade	No. of Cases	Degree of Knowledge		
		Specific	General	No
Kdgn.	232	36%	48%	16%
First	228	59%	30%	11%
Second	316	58%	36%	6%
Third	128	78%	21%	.007%

HUMAN MINDS AND BEHAVIOR CAN BE CONTROLLED FROM WITHOUT; OR HUMAN minds can participate in shaping their own behavior and destiny. But the two educative procedures are mutually exclusive. If the individual is coerced and driven he will expect to coerce and drive others. But if the individual is encouraged by experience from his early days actively to discriminate for himself between behavior alternatives on the basis of valid information and social values, then this will seem to him to be the natural way to decide things.—By permission, from *The Child in the Educative Process*, by Daniel A. Prescott, copyright 1957, McGraw-Hill Book Company, Inc.

NEWS and REVIEWS

News HERE and THERE . . .

By FRANCES HAMILTON

New Life Members

Clara B. Burton, Seattle, Washington
Leland Jacobs, New York, New York
Theresa K. Kirby, Cincinnati, Ohio
Epsie Young, Austin, Texas

ACEI-NANE Luncheons

Luncheon meetings are now being planned for each of the three regional AASA conferences. For a number of years ACEI and the National Association for Nursery Education have cooperated in sponsoring such luncheon meetings at AASA conventions. The purpose of this project is to exchange information about young children with school administrators.

This year the subject of the luncheon program will concern what is happening to young children of working mothers. The impact of the growing number of mothers who work—mothers of even very young children—is being felt by schools everywhere and is of vital concern to school superintendents. This topic seems particularly appropriate in the light of reports as presented by the President's National Manpower Committee in *Woman Power*, published this spring.

The three luncheons are scheduled as follows:

St. Louis, Monday, February 24, Sheraton-Jefferson Hotel
San Francisco, Monday, March 20, Sir Francis Drake Hotel
Cleveland, Monday, March 31, Cleveland Hotel

You may wish to ask the superintendent of schools in your community to reserve this time on his convention schedule. Plan to be there yourself! Tickets will be sold in advance from this office and at the registration desk during the AASA conventions.

Creative Arts Symposium

Following the Association for Supervision and Curriculum Development conference in

March in Seattle, Washington, the Washington Congress of Parents and Teachers, the College of Education of the University of Washington, and the Seattle ACE will sponsor a National Creative Arts Symposium. The symposium is being presented to provide practice and insight in creative thinking as applied to education and to business. Laura Zirbes will open the symposium and Gladys Andrews, Wanda Robertson, Lorrene Ort, John French and John Goodlad will serve as leaders.

Change

ELIZABETH CARRUTH LLOYD, formerly associate professor of education at the University of Delaware, is the first director of teacher education and professional standards in the State Department of Public Instruction in Delaware. Miss Lloyd has served ACEI for a number of years and is now a member of the Board of Editors of *CHILDHOOD EDUCATION*.

Educational Television

Two well-known educators speak out on the subject of educational television in the pages of the journals of the National Education Association and the Association for Supervision and Curriculum Development.

Teachers and parents who have waged a continuous battle for many years for smaller groups of children with a larger share of a "live" teacher's time will read with interest "Can TV Teaching Make a Difference?" by Alexander J. Stoddard, and "What Is Good Teaching?" by Hollis L. Caswell (October, 1957, *NEA Journal*). Mr. Caswell writes further on the subject in the November issue of *Educational Leadership* in an article entitled "A Curriculum Viewpoint on Educational Television."

Educational television is set forth by Mr. Stoddard as a means of teaching many more children with some thousands fewer teachers.

This will appeal to many school boards as an expedient means of removing the albatross of "too few teachers" from around their necks. Mr. Caswell recognizes that good teaching is a many-faceted thing, only one of which is the lecture-type of instruction to which TV is adapted.

A review of what research of many years has taught us with regard to the importance of individualized instruction and of good and close personal relationships between teacher and pupil will make us think twice (maybe more) before encouraging the adoption of educational TV as a palliative for soaring educational costs and inadequately staffed schools.

Parents and teachers can provide appropriate learning experiences for children of widely varying abilities only by knowing these children as individuals. How can this take place in an auditorium with four or five hundred children under the impersonal eye of a TV tube? What happens to a child who has to depend on an angular TV set for a reassuring pat, or who has a question about where you put down whatever you get when you multiply by zero—a question which needs an answer before a problem can be finished?

And what about the other kinds of problems? Problems of living together in school and together seeking answers to questions which constitute real learning experiences for children? Practice in meeting and solving these problems gives valuable background for dealing with individual and civic problems to be faced a few years later when these children become responsible adult citizens.

Does a school curriculum based on mass audience experience develop the skills needed even in the 1950's?

In January, 1954, *Children and TV, Making the Most of It*, a bulletin of this Association, came off the press. This bulletin, although mainly about commercial TV, recognized educational TV as one of many teaching tools with as yet unrealized potentialities. Now, in 1957, educational TV's advocates promise that it will "do all"—replace teachers, mechanize the teaching process, and make it possible to teach hundreds of children the same thing at the same time. These claims indicate a shocking lack of understanding of the teach-

ing process (or a wish to ignore it). If these promises are taken seriously by the people responsible for shaping school programs, we stand in danger of depriving many of our children of the kind of education we have come to know is good.

All those responsible as teachers, parents or community leaders for the education of children need to be well acquainted with current thought, action and literature on the subject. Another article on this subject is "Television, Radio, Films—Barrier or Challenge?" by Alberta L. Meyer in the September, 1957, issue of CHILDHOOD EDUCATION. Read these articles, re-read the *Plan of Action* of ACEI for 1957-1959, and be ready to give informed assistance to other responsible people when questions arise with regard to educational TV. Educational TV used for children—not against them in depriving them of first-hand learning—can be an asset.

Help Is Available

A pamphlet which promises to be valuable to communities moving in the direction of providing better schools for children without regard to race has just been published by the Public Affairs Committee. "A Guide to School Integration" was prepared by Jean Grambs for the Psychological Study of Social Issues of the American Psychological Association. It outlines practices that contribute to better human relations in schools and out and suggests ways in which communities and schools can work together to solve a pressing problem.

ACEI CENTER SITE PURCHASED !!!

Four lots on the corner of Wisconsin Avenue and Quebec Street, N. W., have been purchased as the site for the ACEI Center on the condition that necessary zoning is secured within ninety days. The price is \$96,000—\$4,000 less than the asking price. Fifty-six thousand dollars will be paid in cash; \$40,000 on a mortgage. This can be paid off without penalty at any time. With everyone helping, the property can be cleared this year. 1957 Center Day gifts from Branches and individual members will do this. The architect is busy with plans for the new Center which we hope to be able to share with readers of CHILDHOOD EDUCATION next month.

Books for Children

Editor, ALICE L. ROBINSON

THE BIRTHDAY PARTY. By Ruth Krauss.

Pictures by Maurice Sendak. New York: Harper & Brothers, 49 E. 33rd St., 1957.

Unp. \$1.50. Another small book, this should be easily handled by young children. Each page of text, none longer than three lines, is faced with a page of expressive pictures. The story is simple but intriguing—David has been everywhere—the beach, the woods, the corner—but he has never been to a birthday party. In the end he goes to his own party. *Ages: 3 to 6.*

I WISH, I WISH. By Lisl Weil. Boston: Houghton Mifflin Co., 2 Park St., 1957. Pp.

38. \$2.50. From the skillful opening sentence, which sets the mood of beauty everywhere, Francesca has two wishes—to possess a small picture all her own and a kitten. Her earnest efforts to find the owner of a cat with a locket around its neck makes possible the fulfillment of both wishes. This author-illustrator's informal pictures show a gay and happy city with people engaged in many occupations. *Ages: 3 to 7.*

WHAT DO YOU WANT TO BE? Story and pictures by Francoise Seignobosc. New York: Charles Scribner's Sons, 597 5th Ave., 1957. *Unp. \$2.75.* From the wishing cap at

the beginning to the ship on the high seas at the end, the author presents fifteen enchanting choices, each appropriately illustrated. As charming as the Jeanne-Marie books, this simple text, with only one idea on most pages, should be usable with beginning readers, as well as with younger children to whom it can be read. As is usual with this author-illustrator's books the pictures and the text are inseparable, and children must be allowed to see both. *Ages: 4 to 7.*

CHEERFUL. Picture-story. By Palmer Brown.

New York: Harper & Brothers, 49 E. 33rd

St., 1957. Pp. 58. \$1.50. Like others by this writer, this is a small book with beautifully detailed small pictures. Probably it will be best used with a few children at a time so that all can see as they listen. Cheerful is one of six "churchmice who made themselves useful by gathering rice scattered at weddings, or by picking up crumbs after church-ladies' sales and such delicious crumbs, too!" From his mother, who once was a woodmouse, he learns about life in the country and longs to go there; but no one seems to know the way. Through a series of exciting but plausible adventures he is at last able to do so. The book's format is appropriate to the delicate humor which pervades each page. Second and third graders will enjoy reading this to themselves. *Ages: 4 to 8.*

(Continued on next page)

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To ACEI, 1200 Fifteenth St., N. W., Washington 5, D. C.:

I hereby give to the Building Fund of the Association for Childhood Education International, a corporation organized under the laws of the District of Columbia and now having office at 1200 15th Street, N.W., Washington 5, D. C.

the sum of \$

\$ enclosed.

(Branches using this form, please add name and location of branch at bottom of form.)

Signed

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A CHILD'S BOOK OF DREAMS. By Beatrice Schenk de Regniers. Drawings by Bill Sokol. New York: Harcourt, Brace & Co., 383 Madison Ave., 1957. Unp. \$2.25. The "Flying Dream," the "Spaghetti Dream," the "Dream of Seeds and Flowers" are the three dreams included. They are the kind of nonsense people do dream and a child loves to recount, perhaps elaborating as he goes along. Children will enjoy hearing this and looking at the exaggerated drawings. It may encourage them to spin some yarns. *Ages 4 to 8.*

THE RABBIT STORY. By Alvin Tresselt. Pictures by Leonard Weisgard. New York: Lothrop, Lee & Shepard Co., 419 4th Ave., 1957. Unp. \$2.50. Beautiful large illustrations in soft brown gravure interpret a well-written text about a young rabbit born in spring in the woods, learning what a young rabbit must know, exploring a garden, being caught in a trap, becoming a pet, and returning to the woods in the fall. The following spring she is caring for her own babies. Also useful as seasonal material. *Ages: 4 to 8.*

THE MARCH WIND. By Inez Rice. Pictures by Vladimir Bobri. New York: Lothrop, Lee & Shepard Co., 419 4th Ave., 1957. Unp. \$2.75. An imaginative story accompanied by imaginative colorful pictures makes the reader feel the March Wind. A little boy who picks up an old black hat from a puddle feels himself to be a soldier, a cowboy, a bandit, a judge and a song-and-dance man, each in turn—until the March Wind comes to claim his own hat and fly away with it on his head. "But who would believe him when he told them he had worn the black hat of the March Wind? Would you?" *Ages: 5 to 9.*

THE THREE BILLY GOATS GRUFF. By P. C. Asbjornsen. Pictures by Marcia Brown. New York: Harcourt, Brace & Co., 383 Madison Ave., 1957. Unp. \$3. One of childhood's most popular stories at last has the perfect illustrations. Beautiful shades of reddish brown, blue, green and yellow are used with vigorous strokes which suit the vigorous story. Seven and eight year olds particularly will enjoy this, although sixes and nines will not reject it. A distinguished book! *Ages: 6 to 9.*

THE CAT IN THE HAT. Written and illustrated by Theodore Geisel (Dr. Seuss). New York: Random House, 457 Madison Ave., 1957. Pp. 61. \$2. The publishers have

marked jacket and cover very conspicuously, "For beginning readers." Dr. Seuss' books have been so universally accepted by both children and adults that it seems a shame not to let this one stand on its own merits as have the others and let children discover for themselves that they can read it. In typical Seuss rhyme, this tells the story of two bored children on a rainy day, amused by the amazing talents of a cat in a hat. *Ages: 6 to 8.*

TIM ALL ALONE. Written and illustrated by Edward Ardizzone. New York: Oxford University Press, 114 5th Ave., 1957. Unp. \$2.75. Resourceful Tim proves himself equal to a bewildering situation, that of finding his house shut up and his family gone when he returns from his travels. He ships to sea again and after a series of adventures, including shipwreck, is of course reunited with his family. The print is large, the illustrations appropriate, the ending satisfying. *Ages: 6 to 9.*

WILD GEESE FLYING. By Cornelia Meigs. Illustrated by Charles Geer. New York: Macmillan Co., 60 5th Ave., 1957. Pp. 194. \$2.75. After years of living all over the world—wherever Father's job in foreign service took them—the Milton children love the thought of a year in their grandfather's house in Vermont. The house is all they hoped. They like the school and the village, too, but for some reason the villagers refuse to make them welcome. The solution of the mystery does not come with impossible ease, nor are the characters stereotypes. This is a good family story with plausible characters. *Ages: 9 to 12.*

THE HOUSE OF SIXTY FATHERS. By Meindert De Jong. Pictures by Maurice Sendak. New York: Harper & Brothers, 49 E. 33rd St., 1956. Pp. 189. \$2.50. In war-torn China, Tien Pao, his parents and his little sister try to escape the Japanese by going up the rivers to inland China. Separated from his family, Tien Pao pushes on, hiding Glory-of-the-Republic, his pet pig, from the refugees who need food. In time he comes out behind the American lines and is adopted by a bomber squadron (his sixty fathers) because he helped rescue one of their number. This is a gripping story, unusually well told, of the experiences of a child during war. The story ends as he is restored to his family. *Ages: 10 to 13.*

(Continued on page 190)

SHE WANTED A SIMPLE FACT

*but she found herself embarked on
a priceless treasure hunt for knowledge*

SHE looked at me with her bright, curious, 12-year-old eyes.

"Can you please tell me where to find out about the first explorers at the North Pole?" We went across the room, this eager youngster and I, and from the shelves I handed her the index volume of *The Book of Knowledge*.

Back at my desk, I watched her reading, and I smiled, knowing that I had started another child on a wonderful kind of treasure hunt.

In Volume 12 she found her answer, and I saw her stubby pencil making rapid notes. But I knew she wouldn't stop there, for—as always with

The Book of Knowledge—one question was leading to another, and that one to the next.

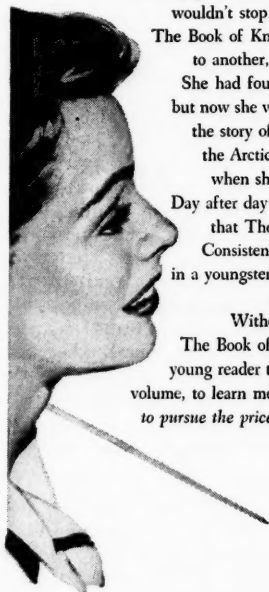
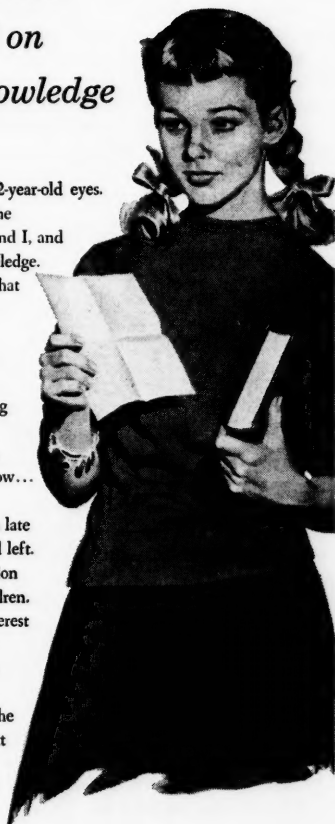
She had found the who and written it down, but now she wondered about the why and the how... the story of the compass, the geography of the Arctic, the culture of the Eskimo. It was late when she finally put the volumes back and left.

Day after day I observe this compelling fascination that *The Book of Knowledge* has for children.

Consistently it seizes any small spark of interest in a youngster's mind, and consistently it fans this into a deeper desire to learn.

Without fail, and without effort,

The Book of Knowledge seems to encourage the young reader to turn the page, to get out the next volume, to learn more than just one answer, to pursue the priceless treasure hunt for knowledge.



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Publishers of WHO'S WHO IN LIBRARY SERVICE, Third Edition, \$6.

HORSES FOR THE GENERAL. By Allena Best (Erick Berry). New York: Macmillan Co., 60 5th Ave., 1956. Pp. 191. \$2.75. Refused enlistment because he is small for his sixteen years, Lem Devries becomes a carter for General Washington. He exposes a gang of horse smugglers and an officer unfaithful to his command. Paralleling Lem's story is that of Hilda, whose horse, Jester, helps capture the smugglers. Both boys and girls will like this adventure story. Ages: 11 to 14.

The following books were reviewed by RUTH GUE, elementary supervisor, Montgomery County Public Schools, Maryland:

PLUM PUDDING FOR CHRISTMAS. By Virginia Kahl. Illustrated by the author. New York: Charles Scribner's Sons, 597 5th Ave., 1956. Unp. \$2.50. The delightful duchess of *The Duchess Bakes A Cake* here undertakes to prepare plum pudding for Christmas, assisted by her many young daughters. As you would expect, the result is hilarious chaos, but the duke's timely return from the wars saves them all from the king's displeasure. Colorful illustrations interpret the rhymed humor most appropriately. Excellent as a gift and for reading aloud! Ages: 5 to 9.

THE MAGIC CHRISTMAS TREE. By Lee Kingman. Pictures by Bettina Ehrlich. New York: Ariel Books, Farrar, Straus & Co., Inc., 101 5th Ave., 1956. Pp. 48. \$2.75. Two little girls, each lovely at Christmas for a different reason, find the same little pine tree in the woods. Each places favorite toys under it and plays around it. Since one comes only in the morning and the other only in the afternoon, each believes the tree to be magic, since toys other than her own appear beneath it. At last they meet, and the friendship they form will be very satisfying to listeners or readers ages 5 to 9.

HAPPY CHRISTMAS. Edited by Claire Huchet Bishop. Illustrated by Ellen Raskins. New York: Stephen Daye Press, 105 E. 24th St., 1956. Pp. 287. \$3. This anthology of Christmas stories, carols and poems is arranged in sections: "Before Christmas," "Saint Nicholas and Santa Claus," "Christmas Day," "Twelfth Night," and "Christmas for All." Many customs from different lands are evident in the various stories and poems. The quality of all is high. At the end is a section, "Christmas in Music," which lists recordings

and a section "Christmas in Art," which lists museums and companies which sell prints and post cards. Ages: 8 and up.

THE ILIAD AND THE ODYSSEY. By Jane Werner Watson. Pictures by Alice and Martin Provensen. New York: Simon & Schuster, 630 5th Ave., 1956. Pp. 96. \$3.95. This giant Golden Book begins with a simple explanation of the place of the minstrel in Greek life, the place of the gods and goddesses, and the causes of the Trojan War. It then proceeds into a beautifully yet simply styled adaptation of the Iliad and the Odyssey. The soft-toned illustrations and end-papers further amplify the sweep and grandeur of the stories. This provides an outstanding first experience for children. Ages: 8 and up.

WHO LIVES IN THIS HOUSE? By Glenn O. Blough. Pictures by Jeanne Bendick. New York: Whittlesey House, McGraw-Hill Book Co., 330 W. 42nd St., 1957. Pp. 48. \$2.50. In an old house which some people might think deserted live a family of robins, mud-dauber wasps, squirrels, bees, skunks and spiders. People who take time to watch and those who read or listen to the reading of this book discover how robins build their nests, mud-daubers and bees their cells, spiders their webs; how each of these gets and stores food and how all live together. The important distinction made is that these animals are born knowing how to do these things, whereas man must learn how. Text and pictures are expertly integrated. Skillful writing makes an on-going, flowing narrative which takes reader or listener from one animal to the next. Ages: 7 to 10.

A FRIEND IS "AMI." By Charlotte Steiner. New York: Alfred A. Knopf, Inc., 501 Madison Ave., 1956. Unp. \$2.25. Two little girls, one of whom speaks only English and the other only French, learn in one another's language the names of objects with which they play for a day, and each goes to bed at night knowing a few common phrases in a foreign tongue. Very clear and attractive pictures illustrate the text. This would be fun for small children to try and useful to teachers interested in experimenting with foreign language. Ages: 5 to 7.

THE HAPPY LION ROARS. By Louise Fatio. Pictures by Roger Duvoisin. New York: Whittlesey House, McGraw-Hill Book Co.,

Inc., 330 W. 42nd St., 1957. Pp. 32. \$2.
 Already well known to young readers, the happy lion here continues his adventures by being unhappy. All the other animals he sees are not alone, and yet he knows no other lion. When he and Francois go to the circus he sees a lovely lioness. The next day when she is missing from her cage, Monsieur le Maire, Monsieur Tropeze and the policemen look everywhere until a little girl discovers the beautiful lioness in the happy lion's house at the zoo. Colored pictures and simple line drawings continue the same style of illustration as that in *The Happy Lion* and *The Happy Lion in Africa*. Ages: 4 to 7.

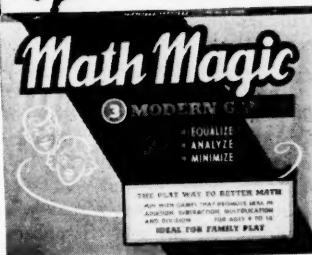
The following books were reviewed by Glenn O. Blough, associate professor of education, University of Maryland, College Park:

THE WALT DISNEY STORY OF OUR FRIEND THE ATOM. By Heinz Haber. Illustrations (in color) by Walt Disney Productions staff artists. New York: Simon & Schuster, 630 5th Ave., 1957. Pp. 165.

\$4.95. This is the book about atoms that hundreds of science teachers will wish they had written. If you have reservations about how fascinating the historical approach to scientific discovery can be made, read the opening chapters and see how exciting Democritus, Aristotle and Galileo can become when knowledge and ability to write are fused. The scientists, their methods of investigation and their discoveries are developed to give a fascinating story that will appeal to youngsters who even think they might like to know the story, as well as to older children and adults who wish to find the atom's life spread before them in one continuous sequence which they can understand. Ages 10 and up.

TROPICAL RAIN FORESTS. By Delia Goetz. Illustrated by Louis Darling. New York: William Morrow, 425 4th Ave., 1957.

Pp. 64. \$2.50. The author-artist team of *Deserts* has produced another interesting environment book that is both appealing and informative. The mood of a rain forest has been captured by word and picture. Plant and animal life in this lush environment is described with interesting detail and clarity. People who live in and near the rain forests come alive for the reader, and an excellent map locates these regions to make the book most useful for science and social studies classes as well as for recreational reading. Ages 8 to 12.



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Books for Adults

Editor, ELIZABETH KLEMER

YOUR CHILDREN WANT TO READ. A Guide for Teachers and Parents. By Ruth Tooze. New York: Prentice-Hall, Inc., 70 5th Ave., 1957. Pp. 222. \$5.75. This book makes a welcome contribution to the field of children's reading and literature. Written in a personal style, with conversational tone and down-to-earth language parents will understand, it accents the concern teachers and parents share about children's growth in reading.

This is a presentation and description of an extensive but carefully chosen list of books designed to meet the emotional, esthetic and spiritual needs of the child, thereby helping him adjust to his physical and social world. It presents some information about reading that urgently needs further dissemination. Chapters on "What is Reading" and "Why Read" give clear evidence to refute the misconceptions that reading is a singular skill, or that an exclusive use of phonics is the best method of teaching reading. Mrs. Tooze also makes abundantly clear the effect of mental ability, aptitude, emotional stability, experience and family life upon the child's growth in reading. Especially valuable for parents are the descriptions of the child's basic needs that are met through reading and the impact of movies, comic magazines and television upon children's interests and reading abilities.

Mrs. Tooze's greatly emphasized point of view throughout her book, that reading is an individual matter, inevitably leads her into conflict with group instruction in reading, especially as carried on with basal reading textbooks. Her arguments against this latter method—that the emphasis in group instruction upon building reading skills is one possible cause of reading problems or that basal reading systems do not give recognition to various ways of learning—are unreasonable statements, however, in an otherwise sensible book.—Reviewed by PATRICK J. GROFF, assistant professor of education, San Diego State College, California.

THE PROOF OF THE PUDDING: What Children Read. By Phyllis Fenner. New York: The John Day Co., 210 Madison Ave., 1957. Pp. 246. \$3.95. This was written principally for parents by a librarian of long experience with at least three objectives in

mind. First, it attempts to compile lists of readable books in an even dozen categories; e. g., folk tales, animal stories, fact stories, poetry and books for non-readers. Second, it tries hard to convince parents that the characteristics of these books are compatible with eight or so qualities of child nature the author describes. Third, the author describes in some detail the responsibility of parents in getting their children interested in books and provides some ideas as to how this responsibility can be fulfilled.

An aggressive attack on parents who neglect their children's reading habits is long overdue. Junior certainly deserves better reading fare than the supermarket trash Mom so often provides him. Nevertheless, it seems to this reviewer that the author's advice to parents is one that if followed could bring a change in a whole generation of readers: "Buy books, borrow from the library, surround them with books, and read them books, and listen to them talk about books. Make books such a part of their lives that they will think of reading like breathing—that is, just accept it as naturally as being alive."—Reviewed by PATRICK J. GROFF.

COMPARATIVE PSYCHOLOGY OF MENTAL DEVELOPMENT. By Heinz Werner. New York: International Universities Press, Inc., Revised Edition, Second Printing, 1957. Pp. 564. \$6. Professor Werner's search for patterns of mental development and organization among animals, primitive peoples, children and certain psychotics makes this book worth while for any student of mental life. The school psychologist, the psychometrist, the teacher of the mentally retarded, the primary and the kindergarten teacher will find invaluable insight into the make-up and development of the child's mental activity. What may be regarded by many as unrealistic imagination, illogic, or aberration in the mental activity of children is shown here to be an ordinary developmental mode of perception and reasoning, a mode which has not as yet developed to the more adult level of differentiation and abstraction.

The book presents in a clear-cut and lively fashion much experimental material of mental development, abundant evidence from animal, anthropological and clinical psychometric studies.—Reviewed by EDWARD W. GELBREICH, associate professor of psychology, San Diego State College, California.

AN EDUCATIONAL HISTORY OF THE AMERICAN PEOPLE: By Adolphe E. Meyer. New York: McGraw-Hill Book Co., Inc., 330 W. 42nd St. Pp. 426. \$5.10. After reading this new text on American history and education, no course in the history of American education would be complete without it. Instructors in general intellectual history of the American people could profit by using this book. Mr. Meyer has combined a rare scholarship with an engaging style to create one of the most stimulating books I have ever read in the field of intellectual history.

The author writes on weighty problems in an engaging way. He approaches the shift in political power along with the new philosophy of government in this way: Andrew Jackson's election becomes a popular response that "brought sadness to the august shade of Alexander Hamilton." Mr. Meyer is at his historical best in the early and middle periods and again following the great depression. His wit and charm—coupled with a razor-sharp curiosity for historical connectedness or "transfer"—from apparently insignificant de-

tails to conceptual relatedness—make *An Educational History of the American People* a departure from the norm.

Meyer does not rely on the heavy page of massive historical detail—all of which often seem wholly unrelated—but digs into the human drama of events and people as western civilization unfolds. Students can share with the author an adventure in American history. Highly recommended as a text in the history of American education!—Reviewed by WAYNE O. HILL, *San Diego State College, California.*

SOCIETY AND EDUCATION. By Robert J. Havighurst and Bernice L. Neugarten. New York 11: Allyn & Bacon, 70 5th Ave., 1957. Pp. 465. \$5.75. Professors Havighurst and Neugarten candidly admit that *Society and Education* is more "a sociological interpretation of education than a sociology of education." This implies that Havighurst and Neugarten recognize their particular biases but at the same time attempt to analyze what they see as the significant problems in educa-

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tion today from a sociological point of view. To this extent they are like Socrates—wise because they know what they know, and know what they don't know. The end result is a subjective analysis which is altogether zestful and refreshing. The use of "case study" type discussions should make the reading pleasurable as well as informative.

The authors cover a wide range of topics. "Social Structure of America," "The Child's Social Environment," and the roles and social origins of the teacher are chapters worth the price of the book. The middle sections on the school in the American culture are weak. The authors have attempted to cover too much in too short a space. As a result such sparkling subjects as intergroup and international education are less than adequate.

Allyn and Bacon have a winner. *Society and Education* is readable enough for undergraduates and sophisticated enough for more advanced students—Reviewed by WAYNE O. HILL.

CHILDREN AND BOOKS, *Second edition*. By May Hill Arbuthnot. Chicago: Scott, Foresman & Co., 433 E. Erie St., 1957. Pp. 684. \$6.75.

This revision of an outstanding book has made it an even greater treasure. The author, a well-known authority in this field, has brought her book up to date with many new authors and titles. She examines and evaluates the new series of books, especially those related to American history that have become "a brand-new phenomenon" and adds the latest information concerning television, radio, movies and comics. The book was planned as a text for children's literature courses in education departments and library training schools of colleges and universities. It has already proven to be invaluable for this purpose and can be a good resource for teachers, librarians, parents, church school teachers, camp directors and others concerned with children and books.

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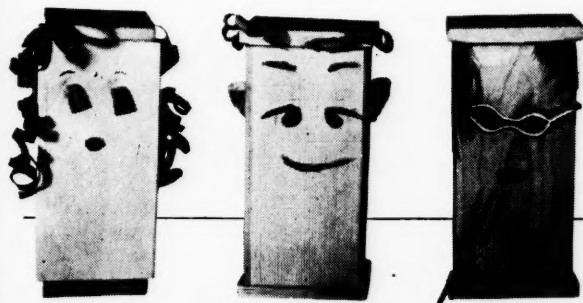
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as early as there have been records. Their expression of their insights, understandings and values are evident through these arts during the centuries. This tremendous resource book is another great contribution to literature by an author who has the ability to make literature live and great understandings to grow in the minds and hearts of her readers. In our quest for universal brotherhood, this is a powerful influence for good in these times of need for learning to know ourselves and others of the world.

EDUCATION 2000 A.D. (*A series of lectures on the Perspective in Elementary Education*) Edited by Clarence W. Hunnicutt. Syracuse, New York: Syracuse University Press, 1956. Pp. 321. \$3. This challenging book gives highlights of some of our outstanding educational leaders' thoughts on the present status of elementary education in the United States and its probable direction in the next half century. The setting includes an introduction by C. W. Hunnicutt and pertinent

lectures by Norman Cousins and Frances Keppel. Contributors for "Focus on Children" are Daniel A. Prescott, Trevor K. Serviss, Paul Witty and James Hymes. "Focus on Learning" contributors include Arthur I. Gates, William A. Brownell and George D. Stoddard. Contributors on "Curriculum" are Paul Hanna, William E. Young, Ralph W. Tyler and Vincent J. Glennon. Those contributing on "Problems of Leadership" include Helen Heffernan, Henry J. Otto, Walter Cocking and H. R. W. Benjamin. Since lectures were given independently of each other there are some differences of opinion. This can stimulate deeper thinking and inspire further reading and research on some of our basic issues.

This book is recommended for all who are interested in keeping abreast of our rapidly changing times and who wish to gain vision of what may lie ahead. Such a great contribution to education may actually help to build the future the authors have envisioned.



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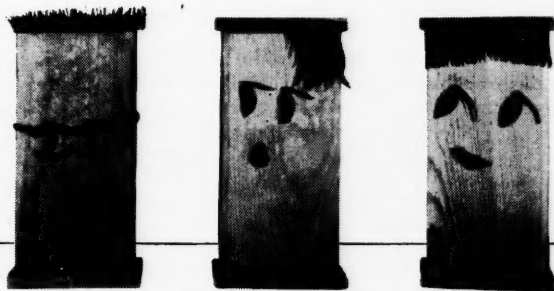
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Among the Magazines

Editor, ERNA CHRISTENSEN

Two months ago, in October, we inquired into your zest for adventure. We sought to speed you on in your search for armchair excitement—to give you a leg up the heights of exploration! Now, in December, we trust you are started merrily along, and we are busily launching new satellites from which to take newer bearings. In our search we found some newer magazines and some not so new devoted to those special interests which could add a new dimension to your thinking and bring greater pleasure in living.

THE REPORTER. *New York 22: 136 E. 57th St. Published bi-monthly. Introductory offer: 18 issues for \$2.67.* In spite of the fact that the mortality rate of our venerable slick paper magazines has been high this past year, there are readers no doubt who are constantly seeking new and effective channels for keeping up with world affairs. To such readers the discovery of *The Reporter* with its vigorous and fresh approach will be highly rewarding. This is one of the better new magazines. It has already won ten major awards for outstanding journalism. Instead of attempting to summarize a wide coverage, *The Reporter* selects top current issues, uncovers original information and presents a full and complete story. The type of reporting used rounds out a newsworthy event by adding depth, detail and color. The content appears well researched. Each issue runs about a dozen articles, has a unique approach to reviewing books and includes columns that appear regularly and a pertinent editorial. The man behind a magazine counter in the vicinity of Columbia University offered the information that *The Reporter* is a great favorite with the professors. Incidentally this magazine is uncluttered with ads. The format is clear and airy, with type large enough for easy reading by those of us who have trouble with telephone books.

WISDOM. *Beverly Hills, Calif.: Wisdom Magazine, Inc., 8800 Wilshire Blvd. Subscription: \$10.* Another new and highly literate

magazine is *Wisdom*, "The Magazine of Knowledge for All Americans." The first issue appeared in January 1956 as a bold venture to acquaint readers with contemporary life in all its facets. Each issue offers a wonderful world of beauty, knowledge and inspiration and is as choice as a rare and limited edition of a beautiful book. In the June 1957 special edition, "The Spirit of America," life in our country is depicted with the same dignity and forthright approach as global life was recently depicted in "The Family of Man." Outstanding persons of our day, such as Albert Einstein, Jonas Salk and Artur Rubenstein, have been featured. This is a magazine with esthetic appeal, with content of lasting significance concerned with today's world. It is essentially designed for readers of all ages and interests. It is not a magazine you can browse in at your local magazine stand. Many people have missed it because it is available by subscription only.

REALITES, LE MAGAZINE DE FRANCE. *New York: 432 4th Ave. Available in both English and French. Published monthly.*

Subscription: \$15. Among those magazines whose copies have the timeless qualities of a good book is *Realites*. Each issue is a treat to the mind and a delight to the eye. Its table of contents may range from an account of the men who own the world's best race horses, through a handsomely illustrated description of periods in French furniture, to exotic photographs accompanying an article about life in outer Mongolia. Politics, fashions, sports, art, literature, economics, adventure and good living have a place in *Realites*. As with *Wisdom*, you'll find it hard ever to discard a copy.

AMERICAN HERITAGE. *New York 17: American Heritage Publishing Co., 551 5th Ave. Yearly subscription of 6 issues: \$12.50.* *American Heritage* is "The Magazine of History." Historians cherish each issue of this publication as a part of their permanent library. Lay people find it highly readable because of its interesting anecdotes and factual incidents plus its colorful illustrations and drawings. It is sponsored by the American Association for State and Local History together with the Society of American Historians. The discovery of *American Heritage* evokes a feeling of joy, while at the same time one is besieged by the query, "Why didn't I find it sooner?"

PARADISE OF THE PACIFIC. Honolulu 13: 424 S. Beretania St. Subscription: \$4.50 (includes Annual Holiday Edition and Annual Travel Supplement). As experiences are related and pictures shared by our friends who have vacationed in Hawaii, one senses a nostalgic longing to return to the Islands soon. To keep memories alive and to help dreams along for the future trip, we recommend *Paradise of the Pacific*. This lovely Hawaiian magazine has been published monthly since 1888. The May 1957 issue contains a calendar of festivities for the month suggesting the range of activities available for visitors, a brief story of the lei's origin and symbolism and a description of Lei Day which is celebrated with colorful pageantry the first of May. This issue takes you on a trip to the Island of Kauai, through the fields of sugar cane, through menhune land (land of the pixies) about which legend has woven many a story, and through the Waimea Canyon which is considered the miniature Grand Canyon. The magazine is an obvious attempt to lure you to the Islands with the help of photography, information and local color.

VERMONT LIFE. Montpelier: Vermont Development Commission. Published quarterly. Subscription: \$1.25. Vermonters have been known to say that the fall foliage display in their state is the best in the world. The autumn issue of *Vermont Life*, an official publication of the state of Vermont, documents this statement not only by showing pictures that all but conjure up the full aura of autumn's beauty but also by giving some botanical information explaining why such brilliant colors are possible in Vermont. In this issue we get vivid glimpses of how Vermont looks and also a feeling of the way of life of her people. Bee hunting, horse racing and collecting decoys are among Vermont interests. *Vermont Life* is a quality magazine with eye appeal and has possibilities as an educational tool. It effectively accomplishes its essential mission by making the reader feel that this is a state that should have a priority rating on his trip list. One wonders how many states have comparable official publications. Could our readers recommend any?

(Continued on next page)



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ANTIQUES. *New York 17: Straight Enterprises Inc., 601 5th Ave. Published monthly.*

Subscription: \$7. Just as *American Heritage* is the magazine for collectors of historical data, so *Antiques* could be said to be the type of magazine valuable for continuing reference in its field. It includes up-to-date news on auctions and sales which might interest dealers, antique fanciers or the casual observer who merely wants a good piece or two. Beautiful illustrations together with interesting and informative ads heighten the magazine's value.

GOURMET. *New York 19: Gourmet, Inc., Penthouse, Hotel Plaza, 768 5th Ave. Sub-*

scription: \$5. In satisfying our primal need for food, *Gourmet* steps in with its attractive recipes and becomes the door to new experiences in food and friendships. This magazine of food entices with its monthly articles, "Classes in Classic Cuisine," until you find yourself calling in the crowd to test out those authentic recipes from around the planet. Take an interest in the French use of wine, the Swiss use of cheese and the Indian use of curry and you, too, are a gourmet. The magazine is technically informative, allows for reader participation and inspires cooking for fun with the knowledge of masters.

DANCE OBSERVER. *New York 10: Box 473, Madison Square Station. Subscription: 10*

issues per year, \$2. To keep you informed concerning dance in education, trends in dance around the world and modern dance personalities, *Dance Observer* is invaluable. Among the editors are such well known people as Louis Horst and Gertrude Lippincott. Articles consist of reports of dance activities in American universities and theaters guided by Martha Graham, Marthe Hill, Doris Humphrey, José Limon and others. One of the values of teaching creative activity is to be found in greater appreciation and understanding of art works

created by others. Another is the satisfaction and personal growth inherent in self expression through creative endeavors. *Dance Observer* gives the layman an over-all view of dance which in turn could lead one to more personal involvement in this type of creativity. The directory of studios and workshops in the United States is a great asset.

THE AMERICAN ARTIST. *New York 18: Watson-Guptil Publications, 24 W. 40th St.*

Subscription: \$6. Art teachers are familiar with *The American Artist*. In these days of the self-contained classroom maybe more of us should be keeping in touch with what is happening in the American art world. A quick look through the contents for September 1957 shows such diversified subjects as "The Educated Hand," a "brief exposition of the essentials of calligraphy, with examples and diagrams to encourage its use"; "The Graphic Art of Allen Lewis"; a study of the work of John Wheat; "Art Education Abroad," written as a result of a study trip through European art schools; booknotes and descriptions of various media. Also included are many photographs and illustrations. The advertising sections are an education in themselves.

THE TOY TRADER. *Middletown, Conn.: 2112 Middlefield St. Subscription: 10 issues,*

\$3. "Dollers are the nicest people in the world." This statement appears just under the title of *The Toy Trader* which is edited, published and printed by Elizabeth Andres Fisher. The primary purpose of *The Toy Trader* is to act as a springboard for dollmakers, collectors, doll dressmakers and other interested people. This is an unpretentious, intimate and folksy magazine where "dollers" meet, share information and interests. "Wanted's are for free," it says, and for \$1 you can be classified under your special doll interest for five issues in the column, "The Ole Meeting Place."

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Over the Editor's Desk

Dear Readers:

Yesterday Christmas and children go together, as shoes and stockings. And doesn't Christmas bring to mind a series of your childhood experiences, as though you were viewing pages of an old-fashioned album?

This Christmas scene comes first to mind: my brother and I taking turns peeking through the keyhole of the dining room door which led to the parlor. We had been told Santa was coming that night. This and the fact that Tante and Dad had mysteriously slipped out of the room piqued our taut curiosities almost to the breaking point. Why not find out what was happening? We found out! Tante was hanging bulging heart-shaped, paper-woven baskets on a glimmery, tinsely tree and occasionally touching a delicate little bell ornament which responded with a faint tinkly sound. Dad was struggling with a bulky rocking horse (no satellite toys in those days) midway through the front door.

Somehow my memory's vision is blurred at this point, but no matter, the exhilarating feeling of childish joy is still remembered. A faint trace of this same joyousness which becomes part of one returns each year when one sees children experiencing Christmas joys.

The intervening years bring greater fulfillment of another sort, for the spirit of giving deepens the meaning of Christmas.

On Christmas morn



Today Last year one busy Arlington, Virginia, parent reversed the order of holiday custom by writing notes *after* Christmas. Here is Mary Belle Estes' delightful evaluation of the Christmas season as written to Mary Leeper, ACEI's executive secretary emeritus:

In deference to our profession I thought you would enjoy my evaluation of our family's Christmas. These are some of the lessons learned:

1. Two eleven-year-old boys *can* bake and decorate the Christmas cookies. (They were very pleased when a girl appeared to clean up the kitchen.) Just as well to learn early that it's good to have a woman around the house!
2. Gripping about what has happened to Christmas is becoming a national habit. Once you stop the old Christmas spirit *will* be more likely to find its way to your house. (This was a hard one, almost too late, but *just made it*.)
3. Children can learn through a situation which *isn't* perfect. I was really distressed when Nicky said, "This is the first Christmas we haven't had a tree in our room at school." But in the afternoon he reported with complete satisfaction, "Two of the girls made a real pretty tree out of paper."
4. Questions come at inopportune times. While I was struggling with some lumpy gravy for guests, Nicky walked in with "Just what is meant by the Virgin Mary?" I begged for time to give him just the best answer I could find.
5. Leave "large blocks of time" for Christmas Eve and Day. We decided to save the turkey for Sunday, for friends could be with us then. The ham and the roast cooked the day before Christmas and served with salad, also shared with other best friends, gave us the time to love Christmas and each other.
6. Television is here to stay. Enjoy it! I wouldn't have missed Eleanor Steber for anything. Instead of turning off the Christmas music Christmas night, we played the records that had been neglected all the next week. Finally, we squeezed *The Messiah* in during the half hour before the Sunday guests arrived. We felt better for this "rest period."
7. There is no best age to enjoy children. Every age is better than the last to mothers and daddies.

Perhaps Mrs. Estes is starting a new vogue by writing *after* Christmas. Expression truly flows as a result of experience with children. We appreciate this delightful look into one family's home. Perhaps she will give you and your family and/or class a refreshing lift as Yuletide activities are launched.

May the holiday season bring you joy!

Sincerely,

Margaret Rasmussen

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